



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

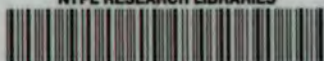
We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

NYPL RESEARCH LIBRARIES



3 3433 08162373 2













ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1890, 92.

---

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

---



FREDERICTON, N. B.  
1891.

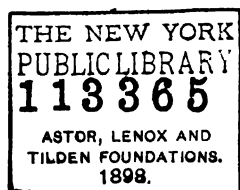


ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1890.

NEW YORK  
PUBLIC  
LIBRARY  
ASTOR LENOX TILDEN FOUNDATION  
BY THE CHIEF SUPERINTENDENT OF EDUCATION.



ST. JOHN, N. B.  
DAILY TELEGRAPH BOOK AND JOB PRESS.  
1891.



THE NEW YORK  
PUBLIC LIBRARY  
ASTOR, LENOX AND  
TILDEN FOUNDATIONS

EDUCATION OFFICE,

*Fredericton, N. B., March 12th, 1891.*

SIR,—

I have the honour to present to His Honor the Lieutenant Governor the Annual Report on the Common Schools of the Province for the Year ended December 31st, 1890.

I have the honour to be, Sir,

Your obedient servant,

To THE HON. JAMES MITCHELL,

*Provincial Secretary.*

WM. CROCKET.



ROY VAN  
DER  
VORST

# CONTENTS.

## PART I—GENERAL REPORT.

	PAGE.
Introductory, .....	ix
A Summary of Statistics for the year ending June 30th, 1890, .....	ix
Number of Schools, Teachers, etc., .....	x
Proportion of Population at School, Age and Sex of Pupils, Percentage of Attendance, .....	x
Average Attendance of Pupils in Cities and Towns, .....	xi
Percentage of Attendance for time Schools were in session, .....	xii
Percentage of Attendance for Full Term time, .....	xiii
Enrolment of Pupils from 1872 to 1890, .....	xiv
Compulsory Attendance, .....	xiv
Number of Pupils receiving Instruction in the several Subjects of the Course, .....	xvi
Subjects of Instruction, .....	xviii
Teachers and Assistants employed, .....	xix
Period of Service of Teachers, .....	xix
Time in Session of the Schools, .....	xix
Examinations, Visits, Prizes, .....	xx
Average Salaries of Teachers, .....	xx
Disbursements of Provincial Grants to Teachers, .....	xxi
Provincial Grants for Schools and Number of Teachers, .....	xxii
Apportionment of County Fund to Trustees, .....	xxii
Superior Schools, .....	xxiv
Grammar Schools, .....	xxv
Provincial Normal School, .....	xxv
Examination of Teachers, .....	xxv
School Libraries, .....	xxvii
School-house Grants to Poor Districts, .....	xxviii
Aid to Poor Districts, .....	xxix
Inspectors' Reports, .....	xxxiv
Reports of Cities and Incorporated Towns, .....	xxxiv
Educational Institute, .....	xxxiv
Teachers' Institutes, .....	xxxix
Arbor Day, .....	xl
Educational Exhibit, .....	xli
Secondary Education, .....	xliv

## PART II—STATISTICAL TABLES.

Table	I—	Public Schools—	Year ending June 30th, 1890, .....	A	3
Table	II—	do.	Attendance, Part I, .....	A	4
Table	II—	do.	do. Part II, .....	A	5
Table	III—	do.	Pupils in different branches, Part I, .....	A	6 to A 9
Table	III—	do.	do. Part II, .....	A	10 to A 13
Table	IV—	do.	Teachers employed, Part I, .....	A	14
Table	IV—	do.	do. Part II, .....	A	15
Table	V—	do.	Service of 1st Class Teachers, Part I, .....	A	16
Table	V—	do.	do. Part II, .....	A	17
Table	V—	do.	Service of 2nd Class Teachers, .....	A	18

		PAGE.
Table VI —	Public Schools — Time in Session, .....	A 19
Table VII —	do. Visits, Examinations, Prizes, .....	A 20
Table VIII —	do. Average Salaries of Teachers, .....	A 21
Table IX —	do. Disbursements of Grants to Teachers, .....	A 22
Table X —	do. Apportionment of County Fund, Part I, .....	A 23
do.	do. do. Part II, .....	A 24
Table XI —	do. Superior Schools, Part I, .....	A 25 to A 26
do.	do. do. Part II, .....	A 27 to A 28
Table XII —	do. Grammar Schools, Part I, .....	A 29
do.	do. do. Part II, .....	A 30
Table XIII —	do. Provincial Normal School, .....	A 31
Table XIV —	do. Teachers' Examinations, .....	A 32
do.	do. Issue of School Licenses, .....	A 33 to A 34
Table XV —	do. Libraries, .....	A 35
Table XVI —	do. Student-Teachers' Allowances, .....	A 36 to A 41
Table XVII —	do. Drafts to Teachers and Trustees, .....	A 42
Table XVIII —	do. Summary of Provincial Grants, .....	A 43
do.	do. Examination Questions for License, .....	A 45 to A 69

### PART III.—APPENDICES.

#### APPENDIX A.

Report of the Principal of the Provincial Normal School, .....	A 73
--	------

#### APPENDIX B.

Inspectors' Reports. — District No. 1, Geo. W. Mersereau, A.B., .....	A 77
do. do. 2, E. L. O'Brien, A.B., .....	A 83
do. do. 3, George Smith, A.B., .....	A 86
do. do. 4, E. E. Whelpley, .....	A 88
do. do. 5, W. S. Carter, A.M., .....	A 92
do. do. 6, H. V. B. Bridges, A.M., .....	A 99

#### APPENDIX C.

Reports of Boards of School Trustees. — I. St. John, .....	A 107
do. II. Fredericton, .....	A 131
do. III. Moncton, .....	A 142
do. IV. St. Stephen, .....	A 151
do. V. Woodstock, .....	A 155
do. VI. Milltown, .....	A 157
do. VII. Campbellton, .....	A 159

#### APPENDIX D.

Report of President of the University, .....	A 161
Fredericton Institution for the Education of the Deaf and Dumb, .....	A 164
School for the Blind, Halifax, .....	A 173
Papers Read at County Institutes, .....	A 174

---

PART I.

---

GENERAL REPORT.

---



# ANNUAL REPORT OF THE SCHOOLS OF NEW BRUNSWICK, 1890.

---

## PART I—GENERAL REPORT.

---

*To His Honor the Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.,  
Lieutenant-Governor of the Province of New Brunswick:*

MAY IT PLEASE YOUR HONOR,—

I have the honour to submit my Report on the operations of the Free School System for the year 1890.

The progress of the year, though not marked as it has been in some years by exceptional activity in what relates to the external features of the System, has fully kept pace with that of any former year in respect of the thoroughness of the work and the zeal and efficiency of the teachers. The Revised Course of Instruction which came into operation in July, 1889, has been very generally and heartily responded to. The school enrolment has increased, the average attendance for the Second Term of 1889 has much improved, though there was a slight falling off in the following Term, and the salaries of teachers of all classes have slightly advanced.

### Summary of Statistics for the Year ended June 30th, 1890.

The Statistical Tables of Part II embrace two Terms; viz., the Term ended December 31st, 1889, and the Term ended June 30th, 1890. Tables IX and X show the disbursements of Provincial Grants and the apportionment of the County Fund to Trustees for the same period.

Part III includes the Report of the Principal of the Normal School for the session ended June, 1890; the Reports of Inspectors; of Boards of Trustees for cities and incorporated towns for the year ended December, 1890; the Reports of the President of the University, and of the Superintendents of the Deaf and Dumb Institution at Fredericton, and of the Blind Asylum of Halifax,

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, ETC.

	<i>Second Term, 1889.</i>		<i>First Term, 1890.</i>	
Number of Schools,	....	1,565	.....	1,517
Increase,	....	17	Increase, .	12
Number of Teachers,	....	1,657	.....	1,617
Increase,	....	48	Increase, .	20
Number of Pupils, ....	....	56,385	.....	58,570
Increase,	....	2,286	Increase, .	1,249
Number of pupils in attendance during the year, ...				68,523
Increase,	....	....	....	302

Other details will be found in the Table.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

	<i>Second Term, 1889.</i>		<i>First Term, 1890.</i>	
Number of population at school, .1 in	5.68	.....	1 in	5.49
Increase,	.... 1 in 140.52		Decrease, .	1 in 257.20
Number of pupils under 5 years,				
of age,	.... 350	.....		291
Increase,	.... 7	Decrease, .		45
Number between 15 and 16 yrs.,	53,695	.....		54,272
Decrease,	.... 2,295	Decrease, .		683
Number over 15 years,	.... 2,340	.....		4,007
Decrease,	.... 16	Decrease, .		523
Number of Boys, ....	28,847	.....		31,053
Increase,	.... 1,498	Decrease, .		794
Number of Girls, ....	27,538	.....		27,517
Increase,	.... 788	Decrease, .		455
Grand total number days made				
by the pupils enrolled, ....	3,150,355½	.....		3,714,966
Increase,	.... 354,826½	Decrease, .		59,976
Number of pupils daily present				
during the time the schools				
were in session, ....	34,822	.....		32,542 .
Increase,	.... 4,603	Decrease, .		1,243
Number of pupils daily present				
during full term, ....	32,435	.....		29,864
Increase,	.... 4,006	Decrease, .		936
Percentage daily present during				
the time the schools were in				
session, ....	61.75	.....		55.54
Increase,	.... 5.90	Decrease, .		.95
Percentage daily present during				
full term, ....	57.52	.....		50.96
Increase,	.... 4.98	Increase, .		.52

The following table exhibits the percentage of enrolled pupils in cities and incorporated towns, from 1870 to the term ended December, 1890:

*Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns :*

Terms ended,	Saint John.		Portland.		Fredericton.		St. Stephen.		Milltown.		Woodstock.		Moncton.	
	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.
1870,...	56.06	57.88	57.17	56.45	62.90	60.0								
1871,...	58.85	59.57	60.28	55.98	63.21	57.87								
1872,...	*	78.28	*	56.60	*	62.49	*	64.98	*	74.15	*	56.26		
1873,...	58.04	61.64	58.93	58.90	62.42	60.45	69.48	65.19	71.90	74.65	58.66	57.22		
1874,...	70.69	66.67	59.34	60.04	62.58	63.55	67.38	69.35	66.21	71.38	60.05	61.86		
1875,...	66.18	66.19	58.70	59.47	65.19	64.00	69.91	73.13	69.74	71.42	69.65	66.13		
1876,...	69.33	67.13	64.25	62.50	72.89	64.35	74.93	76.03	69.08	66.78	63.04	57.22		
1877,...	66.77	66.82	63.60	58.16	71.23	71.15	78.98	72.40	62.89	66.33	59.73	57.04		
1878,...	61.25	66.86	63.48	61.31	72.05	70.00	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18
1879,...	64.97	67.76	64.49	65.49	78.33	75.86	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43
1880,...	72.63	68.20	68.34	65.25	76.93	69.45	78.55	78.10	71.57	76.89	71.65	64.14	67.31	65.30
1881,...	71.83	70.96	68.38	67.89	72.63	71.46	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96
1882,...	73.29	72.48	69.28	69.91	78.86	68.64	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78
1883,...	75.51	70.30	72.29	66.18	77.53	71.78	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76
1884,...	72.43	73.86	70.45	69.56	74.22	71.93	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13
Terms ended,	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.
1885,...	69.22	73.74	67.04	72.89	70.66	71.43	73.15	75.99	61.58	63.62	62.79	67.96	65.07	73.78
1886,...	69.99	77.70	69.04	75.75	73.13	77.84	79.12	78.21	62.00	71.16	63.00	65.23	78.02	71.00
1887,...	74.35	76.01	71.99	74.45	79.55	76.63	77.54	79.02	68.04	71.84	66.86	63.87	72.34	74.16
1888,...	71.52	69.47	69.14	68.38	78.52	76.58	73.77	79.32	64.27	69.37	67.18	66.13	72.48	72.95
St. John, United City.														
1889,...		67.50	78.93		78.47	80.72	77.77	77.34	65.79	83.24	68.10	65.40	74.66	76.73
1890,...		72.4	75.73		73.75	81.45	76.53	81.55	70.81	80.73	72.86	76.33	75.60	78.44

Campbellton, 1890.—June, 71.72; Dec. 70.18.

An examination of the foregoing tables, which are compiled from the sworn returns of the Teachers and Trustees, shows an increase of 302 pupils for the year, making the total enrolment 68,523. As compared with the corresponding Term of the preceding year, there is an increase of 17 schools, 48 teachers, and 2,286 pupils for the Second Term of 1889, and an increase of 12 schools and 20 teachers with a decrease 1,249 pupils for the First Term of 1890. The decrease in the number of pupils during this Term is owing, as the Inspectors report, to much and long continued sickness among the young. The increase of Teachers, which is larger for each Term than the increase of schools, arises from a more general observance of the recommendation relating to the employment of assistants when the schools are largely attended.

The percentage of enrolled pupils daily present during the time the schools were in session is shown to be 61.75 for the Second Term of 1889, and 55.54 for the First Term of 1890, making an increase of 5.90 and a decrease of .95 on the corresponding terms of the preceding year. For full term time, that is, the time or number of teaching days prescribed for all the schools, this per



centage is shown to be 57.52 and 50.96 respectively, making an increase in the former case of 4.98, and a decrease in the latter of .52. By a reference to the details in Table II, the percentage of attendance for full term time for the several counties will be seen. St. John makes the highest attendance during both terms, Madawaska stands next for the Second Term of 1889, and Northumberland for the first Term of 1890. Victoria stands lowest during both terms. The difficulty—happily now removed—which the trustees have experienced in getting their county fund drafts cashed has no doubt caused much indifference in school affairs in this county. Next to Victoria stand Queens and Sunbury, which have for some years occupied a relatively low position.

There is a gratifying improvement in most instances in the attendance in cities and incorporated towns. It will be seen from the foregoing table that St. Stephen made the highest percentage during both terms, though but very slightly in advance of Fredericton during the second term, and Campbellton, which has been recently incorporated, the lowest. Woodstock has, during both Terms, made the highest percentage it has yet reached; the same is true of Fredericton, and of Moncton during the Second Term of 1889. The daily attendance at the Milltown schools for the First Term of 1890 is a very gratifying advance upon the corresponding term of the previous year.

The following tables exhibit the percentages of daily attendance from 1874:

I.—FOR TIME SCHOOLS WERE IN SESSION.

<i>Term ended October.</i>						<i>Term ended April.</i>
1874	....	....	53.56	....	....	57.06
1875	....	....	52.96	....	....	55.66
1876	....	....	53.34	....	....	57.61
1877	....	....	54.93	....	....	54.95
1878	....	....	55.08	....	....	58.04
1879	....	....	55.81	....	....	57.49
1880	....	....	56.13	....	....	59.02
1881	....	....	55.85	....	....	58.94
1882	....	....	56.25	....	....	58.53
1883	....	....	59.66	....	....	62.79
1884	....	....	58.47	....	....	59.68
<i>December.</i>						<i>June.</i>
1885	....	....	59.23	....	....	53.35
1886	....	....	60.68	....	....	56.03
1887	....	....	60.00	....	....	56.80
1888	....	....	55.85	....	....	54.43
1889	....	....	61.75	....	....	56.49
1890	....	....	....	....	....	55.54

Term of  
8 mos.

## II.—FOR FULL TERM TIME.

			<i>October.</i>			<i>April.</i>	
1874	....	....	47.29	....	....	48.13	
1875	....	....	47.19	....	....	48.02	
1876	....	....	48.84	....	....	49.70	
1877	....	....	49.83	....	....	49.08	
1878	....	....	51.76	....	....	52.93	
1879	....	....	53.09	....	....	53.68	
1880	....	....	52.96	....	....	55.06	
1881	....	....	52.20	....	....	54.89	
1882	....	....	52.56	....	....	53.83	
1883	....	....	55.10	....	....	58.71	
1884	....	....	54.69	....	....	56.16	
			<i>December.</i>			<i>June.</i>	
1885	....	....	54.63	....	....	47.47	Term of 8 mos.
1886	....	....	56.26	....	....	51.65	
1887	....	....	56.16	....	....	52.45	
1888	....	....	52.54	....	....	49.77	
1889	....	....	57.52	....	....	51.48	
1890	....	....	....	....	....	50.96	

## IRREGULAR ATTENDANCE.

Since the change of the Terms in 1885 it will be seen from the two foregoing tables that the percentage of attendance for the Term ending December is invariably higher than for the other Term. This arises from the number of teaching days being less than in the Term ending June. It will be further seen from the latter table that the highest percentage for this Term since 1874 was made in 1889. But even this percentage, 57.52, falls far short of what it ought to be. It implies that not much more than half the enrolled number of pupils are daily present—a condition of things discouraging to the teacher and fatal to the general progress of the school. Indifference on the part of many parents is unquestionably the main cause of this evil. How indifference may be made to give place to interest is a problem not easy to solve. Something may be done, however, by visits to parents, with a view of interesting them in their children's progress. An occasional house to house visit with this object in view, though it will no doubt involve some self-sacrifice on the part of the teacher, will give new life to many a school district. The school-room, too, should be made a cheerful place, both physically and morally—abundance of light, pure air, the walls bright with pictures, and the windows with flowers, all displaying order, neatness, and taste; the sunshine of a cheerful countenance should ever meet the eye, and the tones of a pleasant voice greet the ear.

The intellectual work, though it should be made agreeable, should not be divested of all difficulty, but the pupil trained to use his own observing or thinking powers, and thus acquire a pleasure in their exercise. In this way many pupils may become interested in their school and its work, and through their interest the indifference of parents, if not removed, will at least be lessened.

#### ENROLMENT OF PUPILS FROM 1872 TO JUNE, 1890.

	<i>Term ending April.</i>		<i>October.</i>		<i>During year.</i>
1872	28,756 .....		39,837 .....		Not reported.
1873	40,405 .....		42,611 .....		"
1874	44,781 .....		45,561 .....		"
1875	46,039 .....		48,340 .....		62,340
1876	47,870 .....		52,020 .....		64,689
1877	51,583 .....		54,472 .....		67,803
1878	52,763 .....		55,378 .....		68,780
1879	53,743 .....		56,639 .....		71,764 ?
1880	50,308 .....		52,742 .....		65,598
1881	49,550 .....		51,901 .....		65,631
1882	48,805 .....		52,657 .....		63,793
1883	60,662 .....		54,691 .....		66,775
1884	53,509 .....		57,087 .....		68,928

	<i>Term ending June</i>		<i>December.</i>			<i>Year of 14 mos.</i>
1885	63,001 .....		52,753 .....		72,961	
1886	61,802 .....		53,932 .....		68,367	
1887	59,796 .....		54,692 .....		68,583	
1888	59,636 .....		54,099 .....		68,268	
1889	59,819 .....		56,385 .....		68,221	
1890	58,570 .....		.....		68,523	

#### COMPULSORY ATTENDANCE.

The foregoing table, which gives the total enrolment of pupils between the ages of five and twenty-one for each year since 1875, points out very conclusively that a large proportion of the children of the country are not deriving any direct benefit from its school system. This proportion, as was shown in the last Annual Report, is not less than twenty-five per cent. of the youth of the province between the ages of five and fifteen. I have repeatedly called the attention of the Legislature to this failure in our system to secure the attendance of all educable children, and endeavored to point out the necessity of some remedial action, but I regret to say without success. The question is one, however, so vitally related to the well-being of the country that it must continue to be pressed until some action is taken.

There are very few countries having a Free School System, and none where the people are so loyal to their system as they are in this Province, that have

not made provision for enforcing attendance. Almost every State in the American Union compels attendance upon the schools, and a compulsory law has been in force in Germany for over a century; in England since 1870; and in France since 1882. It is true that the law, in some instances, has been a failure, and in others considerable hardship has been experienced; but this arises from a defective or too stringent law, and not from anything inherent in the principle of compulsory attendance.

Public sentiment is largely in favor of a provision for securing better attendance. The Inspectors have time and again in their annual reports referred to the general and constantly increasing feeling in favor of such a provision; the several Boards of School Trustees in the cities and incorporated towns of the Province have, through their annual reports to this Department, given emphatic expression to their opinion that nothing short of a compulsory measure will secure the full benefits of the system; the public meetings held in the several counties in connection with Teachers' Institutes have invariably and unmistakably given evidence of holding like views; and the Press of the Province has over and over again argued in favor of enforced attendance.

The Legislature is not asked to incorporate a new principle into the Act, but to make provision for an executor to carry out the principle which is essentially embodied in it. The State has undertaken, for its own safety and the safety of its individual members, to educate the youth of the country. It has established and organized schools for this purpose; it taxes all persons and property for their support, which it can only rightfully do on the assumption that its own government, which directs its affairs, has the power to secure the education of every child, and will make provision for the exercise of that power. If this power is not inherent in the Act, on what principle of right or reason has the state authority to tax all persons and property for the support of the public schools? The government may, by means of legislation, provide for executors to exercise this power. This, I apprehend, is all that is needed to put the principle already in existence into operation. If the legislature fails to do so, is it not breaking faith with the State, and with the individual ratepayer?

The ratepayers of the province have been taxed during the year, as may be seen from the summary of Table IX, the sum of \$415,550.79 for the current expenses of the schools—not including expenses for school grounds, buildings, furniture, apparatus, the cost of supervision, etc.,—a sum not far short of two-thirds of the provincial revenue. They have borne this tax ungrudgingly because they regard the public schools as the most important institutions of the state, essential to its life and to the well-being of each of its members; but when they find that at least one-quarter of the educable children of the country, instead of being trained to loyal and intelligent citizenship, are allowed to grow up in ignorance and vice, they may begin to question the relationship of public education to the state, and their obligations in this behalf to support it.

TABLE III.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE SEVERAL SUBJECTS OF THE COURSE.

		<i>Second Term, 1889.</i>	<i>First Term, 1890.</i>
Physical Exercises,	....	44,741	47,697
Increase,	....	7,921	Increase, . 4,545
Oral Lessons on Morals,	....	47,680	51,158
Increase,	....	5,429	Increase, . 1,888
Sewing (optional),	....	2,469	2,756
Increase,	....	241	Increase, . 405
Knitting (optional),	....	1,298	1,111
Increase,	....	252	Increase, . 15
Reading, Spelling, Recitations,			
Standards I—IV,	....	44,959	45,780
Increase,	.....	1,461	Decrease, . 1,885
Reading, Spelling, Recitations,			
Standards V—VIII,	....	10,487	11,953
Increase,	....	1,292	Increase, . 608
Composition. Standards I—IV,		41,059	42,697
Increase,	....	1,990	Decrease, . 1,143
Composition. Standards V—			
VIII,	....	10,347	11,635
Increase,	....	1,851	Increase, . 694
Grammar and Analysis. Stand-			
ards III—IV,	....	11,784	13,212
Increase,	....	697	Decrease, . 506
Grammar and Analysis. Stand-			
ards V—VIII,	....	10,055	11,393
Increase,	.....	1,158	Increase, . 754
History. Standards IV—VIII,		17,944	20,912
Increase,	....	1,529	Increase, . 328
Form. Standards I—II	....	23,178	23,326
Increase,	....	1,361	Increase, . 465
Industrial Drawing. Standards			
III—VIII,	....	26,727	30,520
Increase,	....	1,471	Increase, . 375
Print Script. Standards I—V,		45,784	48,673
Increase,	....	4,674	Increase, . 4,379
Writing. Standards III—VIII,		29,658	32,645
Increase,	....	1,076	Decrease, . 54
Singing by rote. Standards I—			
III,	....	19,558	20,363
Increase,	....	1,269	Increase, . 1,147

		<i>Second Term, 1889.</i>		<i>First Term, 1890.</i>	
Singing by rote.	Standards IV				
VIII	....	10,297	.....	11,850	
Increase,	....	1,273	Increase, .	1,769	
Singing by note.	Standards V				
VIII (optional),	....	102	.....	107	
Decrease,	....	24	Decrease,	3	
Number.	Standards I—III.				
Standard III includes Arith-					
metic in district schools,...		35,892	.....	35,634	
Increase,	....	1,368	Decrease, .	235	
Arithmetic.	Standards IV—				
VIII,	....	18,924	.....	21,664	
Increase,	....	1,267	Increase, .	176	
Geometry,	Standards VII—				
VIII,	....	2,193	.....	2,622	
Increase,	....	68	Increase, .	73	
Algebra.	Standards VII—				
VIII,	....	2,717	.....	2,907	
Increase,	....	323	Increase, .	101	
Geography,	....	38,537	.....	39,885	
Increase,	....	2,358	Decrease, .	96	
* Temperance Teachings of Sci-					
ence, Oral. Standards I—V		29,161	.....	38,130	
* Temperance Teachings of Sci-					
ence, Text-Book. Standards					
IV—VIII	....	5,227	.....	8,417	
Useful Knowledge (Minerals,					
Plant and Animal Life),					
Standards I—IV,	....	37,074	.....	39,546	
Decrease,	....	83	Decrease, .	1,670	
Useful Knowledge, Standards V					
—VIII,	....	9,354	.....	10,970	
Increase,	....	1,434	Decrease, .	228	
Color. Standards I—IV,	....	30,822	.....	35,053	
Increase,	....	3,303	Increase, .	3,913	
Agriculture.	Standards III—				
V,	....	6,651	.....	11,877	
Physics. Standards VI—VIII		4,433	.....	4,793	
Increase,	....	657	Increase, .	256	
Physiology, Standard VIII,	..	998	.....	1,243	
Increase,	....	205	Increase, .	118	

\* First year in which the subject was made obligatory.

<i>Second Term, 1889.</i>				<i>First Term, 1890.</i>	
Latin. Standards VII—VIII					
(optional),	....	....	1,099	.....	1,070
Increase,	....	....	306	Increase, .	263
French. Standards VII—VIII					
(optional),	....	....	520	.....	516
Decrease,	....	....	75	Decrease, .	326

The preceding figures include all pupils, whether attending the Primary, Advanced, Superior, or Grammar Schools, who are not in advance of Standard VIII. The number of pupils in advance of this standard will be seen from Table XII.

#### SUBJECTS OF INSTRUCTION.

The foregoing Table shows the hearty endorsement of the Revised Course of Instruction, both by teachers and pupils. Instruction has been given during both Terms in almost every prescribed subject to a larger number than in any former year. The subject of Scientific Temperance, which was made obligatory from the beginning of the second Term of 1889, seems to have been especially well received. The number receiving instruction in the subject during this Term was 34,338, and amounted to 46,547 during the following Term. The first formal lessons are taken up in Standard IV of the graded course, which is as early as the pupils can intelligently follow them. Informal talks on the subject, though not outlined in the course, are assumed to be given to the three lower Standards in connection with Health lessons. The recent requirements in Form study and Drawing have also been cordially responded to. Drawing has been a prescribed subject in the schools since 1879, and has in general received careful attention and produced good results. The course, however, heretofore, has been largely confined to drawing from the flat, and has failed to give a just appreciation of form, or afford sufficient opportunity for cultivating manual power. The Revised Course provides for both. Clay modelling, paper folding, etc., into forms expressing ideas, precede drawing as being not only the natural method of expression, but the best method for securing correct conceptions of form, while they afford at the same time ample exercise for the acquisition of manual dexterity. The results have already been highly satisfactory, as was evidenced by the school work at the Educational Exhibit held in St. John in October last. Another result of Form study and Drawing in our schools will be a more general adoption of Fröbel's methods, especially in primary grades. Kindergarten principles do more or less characterize the work in a large number of our schools in all grades, but there is still too much adherence to merely text-book work and too little reference to things. One subject taught on the principles of the Kindergarten will naturally lead to the application of similar principles to other subjects, and help to bring about the time when methods of instruction in all our schools shall be adapted to the intelligence and mental growth of the pupils.

TABLE IV.—NUMBER, SEX, AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED.

	<i>Second Term, 1889.</i>		<i>First Term, 1890.</i>	
Grammar School Teachers, ....	13	.....	12	
Decrease, ....	1	Decrease, .	2	
Male Teachers, Class I, ....	113	.....	110	
Decrease, ....	1	Decrease, .	9	
Male Teachers, Class II, ....	162	.....	163	
Increase, ...	5	Increase, .	4	
Male Teachers, Class III, ....	108	.....	109	
The same, ....	..	Decrease, .	5	
Female Teachers, Class I, ....	166	.....	152	
Increase, ....	25	Increase, .	7	
Female Teachers, Class II, ....	670	.....	634	
Increase, ....	26	Decrease, .	4	
Female Teachers, Class III, ....	380	.....	393	
Decrease, ....	24	Increase, .	16	
Number of Teachers Trained, ....	1,565	.....	1,526	
Increase, ....	31	Increase, .	5	
Number of Teachers Untrained, ....	47	.....	47	
Decrease, ....	1	Increase, .	2	
Male Assistants, ....	2	.....	4	
The same, ....	..	Increase, .	1	
Female Assistants, ....	43	.....	40	
Increase, ....	18	Increase, .	12	

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

*Second Term, 1889.*—Of the 1,612 teachers in charge of schools this term, the following facts are reported in respect of 1,555: 1,001 continued to teach in the same districts in which they taught in the previous term, decrease, 24; 371 removed to other districts, decrease, 5; and 183 taught for the first time, increase, 45; 581 of the number had been employed not less than three years in teaching, decrease, 59; 57 did not report their period of service.

*First Term, 1890.*—Of the 1,573 teachers in charge of schools this term, 1,510 are reported in respect of service as follows: 1,005 continued to teach in the same schools as during the previous term, increase 51; 453 took charge of other schools, decrease 46, and 52 taught for the first time, increase 13; 63 teachers did not report their period of service.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

*Second Term, 1889.*—There were 98 teaching days in this term; 190 schools were in session less than eighty days, increase 23; 511 eighty days, but



less than full time; 701 the full term of the ninety-eight days. The average number of teaching days the schools were in session throughout the Province was 91.05, decrease .65.

*First Term, 1890.*—The number of teaching days in this term was 124; 143 schools were in session less than eighty of those days, decrease 27; 52 eighty but less than one hundred days, decrease 10; 758 one hundred days or upwards, but not full time, increase 133; and 564 the full term of one hundred and twenty-four days, decrease 84. The average number of teaching days the schools were opened this term was 113.59, increase 2.09.

The maximum number of authorized teaching days for the year was 222, increase, 1. The average time the schools were open, exclusive of holidays and vacations, was 204.64, increase 1.34.

#### TABLE VII.—SCHOOL EXAMINATIONS, VISITS, PRIZES.

*Second Term, 1889.*—The number of schools reporting semi-annual public examinations was 1,391, increase 113; the number not reporting 174, decrease 96.

The number of school visits reported by Trustees and Secretaries, 5,582, increase 798; by Inspectors 808, decrease 26; by members of Parliament 48, increase 6; by Clergymen 784, increase 50; by Teachers 1,160, decrease 66; by other visitors, 13,961, increase 1,506.

The number of school prizes reported was 281, increase 44, valued at \$145.04; increase \$24.75.

*First Term, 1890.*—Public examinations were reported by 1,353, increase 32; 164 schools did not report any examination, decrease 20.

The visitations for term were as follows: By Trustees and Secretaries, 6,341, increase 1,034; by Inspectors 1,015, decrease 77; by members of Parliament 55, increase 2; by Clergymen 849, increase 47; by Teachers 1,294, decrease 73; by other visitors 15,800, decrease 1,835.

Six hundred and ninety-eight school prizes were reported, decrease 76, valued at \$436.91; decrease \$113.98.

#### TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The *average rate of Teachers' Salaries per annum*, from all sources, compiled from the returns of the First Term of 1890, which give the local salary for the year, was as given below:

Male Teachers of the First Class, *average* \$520.06, increase \$1.08. This does not include the Principals of the Grammar Schools (see Table XII). The lowest *averages* were in Victoria and Queens, and the highest in St. John and Charlotte.

Female Teachers of the First Class, *average* \$338.15, increase \$14.94. The lowest *averages* were in Victoria and Kent, and the highest in St. John and York.

Male teachers of the Second Class, *average* \$312.15, increase \$7.46. The lowest *averages* were in Victoria and Queens, and the highest in St. John and Northumberland.

Female Teachers of the Second Class, *average* \$229.73, increase \$1.61. The lowest *averages* were in Queens and Gloucester, and the highest in St. John and Charlotte.

Male Teachers of the Third Class, *average* \$231.15, increase \$5.80. The lowest *averages* in Madawaska and Sunbury, and the highest in Charlotte and Carleton.

Female Teachers of the Third Class, *average* \$192.84, increase \$5.70. The lowest *averages* were in Kings and Sunbury, and the highest in Northumberland and Saint John.

The salaries of First Class Male Teachers in the Counties of Madawaska, Queens, and Victoria, are under \$400.

The following table shows the average salaries for the Province since 1882—the salaries for the years 1880 and 1881 were not reported.

Year.	Class I. M.	Class II. M.	Class III. M.	Class I. F.	Class II. F.	Class III. F.
1882	\$508 00	\$315 00	\$225 00	\$338 73	\$230 27	\$185 71
1883	519 00	322 11	238 10	339 50	230 28	195 90
1884	532 13	334 25	248 13	330 96	262 85	198 35
1885	511 80	313 97	226 32	333 43	236 18	182 58
1886	523 72	313 74	231 08	334 58	227 06	186 87
1887	521 30	307 92	231 00	324 40	226 87	187 57
1888	526 90	303 66	231 00	328 49	225 75	187 47
1889	518 98	304 69	225 35	323 21	228 12	187 14
1890	520. 06	312 15	231 15	338 15	229 73	192 84

It is gratifying to notice from the foregoing table that there has been an increase, even though slight, in the salaries of teachers of all classes. The increase is highest in the case of Female Teachers of Class I, being \$14.94.

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS TO TEACHERS.

*Second Term, 1889.*—The payment of Provincial Grants to teachers employed during the term amounted to \$70,507.64, increase \$1,154.41. This sum includes ordinary grants, \$62,686.39: grants to Superior Schools, \$5,810.79 increase \$421.85; and to Grammar Schools, \$2,010.46, decrease \$193.17.

The amount given above as ordinary grants includes the special grants to teachers in poor districts; viz., \$3,466.84, decrease \$131.24.

*First Term, 1890.*—The payment of Provincial Grants to teachers employed during this term amounted to \$66,902.29, increase \$1,116.59. This sum

includes ordinary grants, \$59,075.56, increase \$1,087.39; grants to Superior Schools, \$5,954.29, increase \$239.48; and to Grammar Schools \$1,872.44 decrease \$210.28.

The amount given as ordinary grants includes the special grants to teachers in poor districts; viz., \$2,914.35, increase \$191.74.

*For the Year.*—Total of Provincial Grants, \$137,409.93, increase \$2,271.00.

The following are the totals for the year from each of the three sources of support :

Provincial,	....	....	....	....	\$137,409 93
County Fund,	....	....	....	....	94,504 50
District Assessment,	....	....	....	....	183,636 36
Total,	....	....	....	....	\$415,550 79

These amounts do not include the annual School-house Grant by the Legislature, nor any district assessments for building purposes or school appurtenances. The average cost per pupil from these sources, including the pupils of Superior and Grammar Schools, was the very moderate sum of \$6.06.

PROVINCIAL GRANTS FOR SCHOOLS FROM THE YEAR ENDING APRIL, 1877, TO JUNE, 1890, INCLUSIVE, AND NUMBER OF TEACHERS EMPLOYED EACH YEAR.

	<i>Provincial Grant.</i>	<i>Number of Teachers.</i>
1877 .....	\$127,786 73	1,287
1878 .....	132,195 23	1,325
1879 .....	139,248 13	1,367
1880 .....	124,378 78	1,384
1881 .....	129,697 90	1,383
1882 .....	126,662 26	1,412
1883 .....	135,162 10	1,459
1884 .....	136,223 10	1,514
<i>June.</i>		
1885 .....	177,077 69—14 months.....	1,648
1886 .....	132,493 65	1,549
1887 .....	137,186 92	1,583
1888 .....	136,326 45	1,600
1889 .....	135,138 93	1,603
1890 .....	137,409 93	1,637

TABLE X.—APPORTIONMENT OF THE COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows: "There shall be allowed to the trustees of each district, in respect of each qualified

teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other districts sharing such funds may be allowed by the Chief Superintendent in respect of attendance made by pupils.

*Second Term, 1889.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,252.25.

\$23,073.24 of the fund were apportioned to the Boards of Trustees in respect of the service of teachers (according to the length of these services within the prescribed term).

The balance of the fund, \$24,179.01, was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund, \$2,427.33 were apportioned as extra aid to Boards of Trustees in poor districts.

*First Term, 1890.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,252.25.

\$21,776.58 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed terms).

The balance of the fund, \$25,475.67, was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils the length of time the schools were open.

Of the fund, \$2,257.43 were apportioned as extra aid to Boards of Trustees in poor districts.

The County Fund is withheld from Boards of Trustees which refuse to comply with the Inspectors' recommendation in respect of apparatus, repairs, etc.

Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate, multiplied by the average number of pupils attending the school, compared with the average number of the county for full term time, will give the amount apportioned on account of pupils. If the school has been open full time there should be an additional amount of \$15 per term for services of teacher, and in "poor districts" \$20. For each teaching day the school has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—SUPERIOR SCHOOLS.

This table gives the details as to the disbursements of \$11,765.08, as shown in Table IX to have been given for Superior School service during the year.

During the term ended December 31st, 1889, there were 48 Superior Schools in operation, and 49 during the following term. There are 49 Superior Schools allowed by law for the Province on the basis of population, apportioned to the several counties as follows: Albert, 2; Carleton, 4; Charlotte, 4; Gloucester, 3; Kent, 3; Kings, 4; Madawaska, 1; Northumberland, 4; Queens, 2; Restigouche, 1; St. John, 8; Sunbury, 1; Victoria, 1; Westmorland, 6; York, 5. An additional school may be established in each county on the recommendation of the Inspector, and several of the counties have availed themselves of this provision.

The following provisions are prescribed by the Board of Education respecting the Standards of Instruction given in the schools:

1. *Superior Schools in Cities, Incorporated Towns, and in Towns having four Graded Departments.*—Boards of Trustees shall provide for giving instruction in at least Standards IX and X. When instruction is not provided for, or not given in advance of Standard X, work in Standard VIII may be required of the Teacher, provided the daily average attendance of pupils in the higher Standards is not more than 25. Should Standards IX, X, and XI be taught, no work in a lower Standard shall be required of the Teacher, unless a Provincial licensed assistant is employed, having a separate class-room.

2. *Superior Schools in Towns or Villages having three Graded Departments.*—The highest department shall constitute the Superior School, and shall not be called upon to perform work under Standard VII of the graded course, or IV of the ungraded course.

3. *Superior Schools in Districts having two Graded Departments.*—The second or highest department shall form the Superior School, and shall not be called upon to perform work under Standard IV of the graded course, or III of the ungraded course.

4. *Superior Schools in Districts having no Graded Schools.*—An ungraded school in a country district may be recognized as a Superior School, provided there are competent pupils studying some branch of Mathematics, Language, or Natural Science in advance of Standard V of the ungraded course, and that a class-room assistant is employed, if the daily average attendance of pupils is 30 or upwards.

Those provisions are being satisfactorily carried out, and the schools, as will be seen from the Inspectors' reports, are well taught. Those in rural districts under the operation of the last named provision above are supplying better and more advanced instruction than the ordinary school can be expected to give.

The number of pupils receiving instruction in the Superior Schools in advance of Standard VIII was 134 for the second term of 1889, and 119 for the first term of 1890.

**Issue of School Licenses, awarded upon Examination in December, 1889,  
and May and June, 1890.**

The number of applicants for each class will be seen from the preceding table. The following list contains the names of successful candidates only.

**DECEMBER, 1889.**

*Third Class.*—Thomas D. Belliveau, Placide R. Richard, Albert Robichaud, Telesphore Savoie, Camille Surette, Olive Allain, Marguerite A. Barrieau, Domithilde Belliveau, Judith Melina Bernard, Marguerite Marie Bilodeau, Edith Daigle, Gertrude I. Doucet, Elizabeth J. Ferguson, Genevieve Girouard, Emma Goguen, Mary Ann Landry, Annie M. Lynch, Mary Ann Lynch, Annie M. Martin, Marie O. Martin, Claudie Michaud, Marceline J. Richard, Anastasie Soucie.

**MAY, 1890.**

*Third Class.*—Jean Bte. Blanchard, Alfred E. Bourgeois, Augustin Goguen, Patrice J. B. Landry, Prudent Mercure, Marie A. Cormier, Susanne A. Goguin, Marguerite M. Losier, Louise Savoie, Isabella McDonald, Dometilde Melangon.

**JUNE, 1890.**

*Grammar School Class.*—Herman C. Henderson, A. B., Aaron Lawson, A. B., Henry Johnson.

*First Class.*—Thos. J. Bazley, William G. Chamberlain, Archie M. Covert, Joseph Harrington, William M. McDonald, Charles H. Perry, Hugh Stanley Young, Chandler C. Alexander, Frank Baird, Heber B. Barton, Omar E. Campbell, A. Eugene Chapman, Rupert D. Hanson, A. B., Milton E. Harrington, Arthur W. Hickson, Ernest W. Lewis, Amos O'Blenes, Robert B. Wallace, Frederic P. Yorston, Nellie D. Allen, Lillian Burt, N. Bernice Carnwath, May Blanche Carter, Mabel Flewelling, Annie L. Hanington, Annie Moore, Zebia F. Murray, Mary R. McLean, Stella McNair, Stella F. Payson, Emily J. Thompson, Elspeth A. Charters, Ella J. McKay, Margaret E. MacLeod, Charlotte T. O'Neill, Agnes Quirk.

*Second Class.*—Wendell V. Goodwin, Douglas Lawson, Helen E. Burns, Alexander B. Allen, William C. Allen, Howard J. Avard, Arthur E. Barton, Stephen Colwell, Gordon Havelock Cormier, Ezra N. Drier, George D. Fenwick, Samuel D. Gaunce, Alexander B. Hubley, James A. Hughes, Wilfred C. Kierstead, Henry L. Parlee, Charles W. Steeves, Jesse Leigh White, A. Judson Burke, Minnie Andrew, Mary Appleby, Melinda F. Archer, Sarah H. Bamford, Ida May Beals, Cassie McL. Bell, Laura M. Brown, May Bell Brown, Edith A. Brownell, Jenny L. Cadwallader, Annabell Carvell, Mary E. Coen, Harriett A. Creswell, Ida M. Crombie, Luella J. Cross, Bridget L. Crowley, Sarah Curran, Edna I. Daggett, Rose E. G. Davies, Mary A. Dewar, Mary Amanda Doyle, Dora L. Dryden, Mary C. Edgar, Isabella H. Falconer, Mabel E. Fanjoy, Mina Bell Farrar, Mabel Folkins, Ausana Galbraith, Mary M. Gosline, Ella Gray, Edna E. Guptill, Daisy H. N. Hanson, Mary E. Harvie, Mary Alice Holt, Effie I. Howe, Jessie L. Howie, Helen Hutchinson, Agnes B. Harrington,

Annie F. Johnston, Susie Johnson, Sarah L. Lutz, Nellie I. Lynn, Mary E. D. Maxwell, Mary E. Milligan, Annie E. Morrison, Isabella G. McCarthy, M. Gertrude McCulloch, Katherine McDonald, Maggie L. McMillan, Minetta B. McNaughton, Mary A. McPherson, Stella J. McVicar, Eliza A. Oulton, Alice Payne, Annie M. Porter, Georgina M. Riecker, Sarah Ritchie, Edith L. Rogers, Alma M. Russell, Mary A. Scullin, Alma J. Sharp, Ada M. Small, Alberta I. Smith, Alice M. Snider, May L. Steeves, Ellen G. Stuart, Maggie L. Tacy, Wilhelmina A. Toole, Lena M. Tower, Jennie B. Upton, Marion Wathen, Eva E. Welling, Hannah M. Wright, Eliza G. Crawley, Lea Marie Dumas, Blanche L. Estey, Adelaide A. Fraser, Ella C. Galloway, Nettie A. Gillis, Edna J. Huestis, Catharine P. Jackson, Margaret S. Nicolson, Catharine Eve Pringle, Alberta V. Reid, Margaret I. Strang, Mary Cormier, Katie O'Neill.

*Third Class.*—David E. Allen, James A. Edmonds, Clarence G. Folkins, Wilford I. MacKenzie, James Tyler Coburn, Mary Archibald, Margaret E. Brownell, Margaret T. Doughney, Edith L. Fletcher, Gertrude Gilmore, Mary J. Hetherington, Emily J. Hunter, Maude E. Mooreside, Annie M. McCain, Edith C. Porter, Mary Simpson, Susie McG. Siprell, Anna L. H. Sleep, Agnes C. Stevenson, Ella May Toft, Agnes Turnbull, Margaret J. Johnson, Mary Etta Tracey, Vesta Eva Kilburn, Mary Ellen Beaty, Kate Josephine Beck, Eliza May Bubar, Carrie Edith Burt, Margaret Gertrude Emerson, Victoria Evans, Lida Maria Foster, Rachel Emma Gamblin, Ella Grace Gilman, Amelia Goodine, Mary Annie Haynes, Renee Jane Kirk, Elizabeth Lennox, Grace Anne Ingraham, Esther Catharine McLaughlin, Eliza Bell Richards, Minnie Florence Rutledge, Elmadora Albion Thorne, Annie Agnes Williamson, Janie Murphy, Katie O'Rielly, Eugenie Bourque, Maggie Corkery.

IN READING ONLY.

*First Class.*—Herbert B. Steeves, William M. Veazey, Lily M. Clark.

*Second Class.*—Hurd J. Steeves, Perry W. West, Clotilda Kennedy, Margaret Payne, Agnes Hamilton, Cecil C. Jones, Susie W. Gray.

IN SPELLING ONLY.

*First Class.*—W. S. Connors, Mary L. F. Bailey, Lily M. Clark, Mary E. Hayes.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1890.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Albert, .....	Alma, .....	No. 5 .....	Paid March 4, '90	\$ 20 12	\$ 10 06	\$ 30 18	108
" .....	Harvey, .....	" 3 .....	" Jan. 24, '90	40 00	20 00	60 00	86
Carleton, .....	Northampton, .....	" 3 .....	" Nov. 7, '90	12 33	6 17	18 50	26
" .....	Woodstock, .....	Town, .....	" Dec. 10, '90	40 00	20 00	60 00	45
" .....	" .....	No. 6 .....	" March 31, '90	38 00	19 00	57 00	76
Kent, .....	Wellington, .....	" 7 .....	" Jan. 24, '90	43 70	20 00	63 70	98
Westmorland, .....	Moncton, .....	Town, .....	" August 5, '90	40 00	20 00	60 00	?
" .....	Salisbury, .....	No. 2 .....	" Jan. 4, '90	30 37	15 19	45 56	77
" .....	Shediac, .....	" 10 .....	" Jan. 27, '90	17 25	8 75	26 00	20
" .....	" .....	" 12 .....	" May 31, '90	8 20	4 10	12 30	51
York, .....	Fredericton, .....	City, .....	" June 24, '90	40 21	20 00	60 21	60
				\$330 18	\$163 27	\$493 45	647+



TABLE XVI.—PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School during the Term ended June, 1889.*

(Allowance of mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Wm. J. Goodwin,	Westmorland,	\$ 12 90
2	Harrison H. Hagerman,	Carleton,	4 62
3	Arthur W. Hickson,	Kings,	6 00
4	David A. McIntosh,	Northumberland,	6 84
5	H. Whitfield Robertson,	Queens,	5 70
6	Amasa Ryder,	Kings,	8 40
7	Herbert A. Stuart,	Queens,	3 00
8	John B. Sutherland,	York,	54
9	Margaret D. Bleakney,	Westmorland,	7 92
10	Margaret McG. Brady,	Kings,	5 28
11	Lily M. Clarke,	St. John,	3 96
12	Mary Johnstone,	"	3 96
13	Jennie Kerr,	Charlotte,	6 30
14	Elizabeth Manzer,	Victoria,	6 18
15	M. Millinda Walsh,	Westmorland,	7 92
16	Minnie L. Wilson,	Kings,	6 54
17	Joseph L. Allingham,	Queens,	1 92
18	David Anderson,	Westmorland,	13 20
19	Frank Baird,	Queens,	4 20
20	Heber B. Barton,	"	4 74
21	Geo. Y. Bates,	Kings,	5 88
22	Walter M. Black,	Westmorland,	11 70
23	George E. Chase,	Carleton,	4 20
24	Augustin Commeau,	Gloucester,	9 72
25	Fred L. Daye,	St. John,	3 96
26	Clinton H. Gray,	Carleton,	5 40
27	Michael L. Hawx,	Queens,	5 40
28	Cecil E. Jones,	"	8 76
Forward,			\$175 14

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$175 14
29	William A. Machum,	Queens,	3 12
30	Scott E. Merritt,	Victoria,	7 26
31	Harley W. Murray,	Queens,	5 94
32	Stephen W. Palmer,	Albert,	11 20
33	J. William Richardson,	Charlotte,	6 30
34	Hurd J. Steeves,	Albert,	10 32
35	Thomas W. Todd,	Charlotte,	6 60
36	Wilford W. Webb,	Queens,	3 00
37	Gilbert W. W. Wells,	Westmorland,	13 26
38	Perry W. West,	Carleton,	5 70
39	Frank H. Wheeler,	"	5 04
40	William E. Wilson,	Westmorland,	9 30
41	Flora S. Anderson,	"	12 48
41½	Mary E. Bell,	St. John,	3 96
42	Katherine D. Benson,	Northumberland,	6 60
43	Bertha M. Brown,	Westmorland,	9 30
44	Hattie M. Clarke,	St. John,	3 96
45	Emma Colwell,	"	3 96
46	Adelia M. Cosman,	Kings,	4 50
47	Pricille M. Daigle,	Northumberland,	7 50
48	Ella W. Davidson,	St. John,	3 96
49	Bessie A. Doherty,	Westmorland,	10 80
50	Eugene E. Duncan,	Kings,	4 80
51	Henrietta Dutch,	Restigouche,	12 00
52	Blanche L. Estey,	Carleton,	5 10
53	Annie L. Fleetwood,	Westmorland,	9 30
54	Helen L. Galt,	"	9 30
55	Josephine Gillies,	Northumberland,	7 02
56	Susan W. Gray,	Carleton,	4 20
57	Agnes M. Hamilton,	Westmorland,	9 30
58	Sadie G. Hammond,	Carleton,	4 50
59	Gertrude Hanington,	St. John,	3 96
60	Annie S. Harding,	Carleton,	4 08
61	Edna J. Huestis,	Queens,	1 80
62	Minnie T. G. Hicks,	Kings,	8 40
63	Laura H. Horsman,	Albert,	8 70
64	Fannie J. Ives,	Carleton,	3 90
65	Myrtie S. Jackson,	Charlotte,	5 52
66	Alice M. Johnston,	York,	3 72
67	Lillie M. Jordan,	Carleton,	3 90
68	Hettie M. Keast,	Queens,	2 70
69	Charlotte Keenan,	Northumberland,	6 60
70	Jeanette B. Kelly,	Charlotte,	7 92
		<i>Forward,</i>	\$455 92

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$455 92</b>
71	Annie G. Kelley,	Kings,	6 12
72	Clotilda Kennedy,	Queens,	3 90
73	Mary E. Knox,	Sunbury,	1 92
74	Beatrice Langstroth,	Kings,	6 12
75	Annie S. Lucy,	York,	60
76	Blanche E. Maxwell,	Charlotte,	5 58
77	Georgiana I. Meredith,	"	5 40
78	Agnes M. Millen,	"	6 30
79	Jessie Mooers,	Carleton,	3 90
80	Ella K. Moore,	Albert,	10 50
81	Sarah M. Mullan,	York,	1 80
82	Annie McAnespy,	Kings,	7 56
83	Bessie McFarlane,	St. John,	3 96
84	Bertha McGill,	Sunbury,	1 92
85	Kathleen I. McIntyre,	Carleton,	4 50
86	Lucy A. McKenzie,	Charlotte,	5 88
87	Katie M. McKnight,	Northumberland,	7 02
88	Flora McLeod,	Carleton,	4 50
89	Annie G. Nicholson,	Westmorland,	7 92
90	Agnes M. Orr,	Kent,	7 38
91	Annie L. Page,	St. John,	3 96
92	Lauretta Phinney,	Westmorland,	12 48
93	Mary A. Price,	Northumberland,	3 48
94	Florence J. Proctor,	Westmorland,	9 30
95	F. Martina Quinn,	St. John,	3 96
96	Maggie A. Redmond,	Northumberland,	6 60
97	Ruth A. Ryan,	Kings,	5 52
98	Beatrice Sansom,	York,	1 50
99	Gertrude L. Seely,	St. John,	3 96
100	Maggie Shaw,	Restigouche,	12 60
101	Emma Simonson,	Carleton,	4 08
102	Isabella Smith,	St. John,	3 96
103	Maggie C. Smith,	Kings,	4 08
104	Beatrice M. Steeves,	Albert,	9 96
105	Clara A. Steeves,	Westmorland,	10 02
106	Lily M. Stuart,	Albert,	9 96
107	Maude A. Taylor,	Westmorland,	12 48
108	Mary D. Thorne,	Kings,	8 40
109	Mabel J. Turnbull,	York,	1 80
110	Ella M. Whitehead,	"	1 80
111	Edith Williams,	St. John,	3 96
112	Judson A. Burke,	York,	1 50
113	Frederic A. Cain,	Kings,	5 10
		<i>Forward,</i>	<b>\$699 16</b>

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$699 16
114	W. Shepherd Gosman,	Queens,	2 10
115	Jas. R. H. Simms,	Carleton,	4 20
116	Maude A. White,	"	3 90
117	Sarah E. Anderson,	"	4 80
118	Helen E. Armstrong,	Charlotte,	5 52
119	Alberta L. Campbell,	Carleton,	3 90
120	Ella B. Cummins,	Westmorland,	9 30
121	Edith M. Dickie,	Kent,	12 00
122	Clara A. Foster,	Albert,	9 90
123	Nettie A. Gillies,	Northumberland,	6 60
124	Alberta A. Green,	Carleton,	4 50
125	Theresa Jamieson,	"	3 90
126	Vesta E. Kilburn,	York,	66
127	Mina Manuel,	"	1 80
128	Etta A. Monteith,	Carleton,	3 90
129	Mary C. Murphy,	Albert,	13 50
130	Grace McBean,	York,	96
131	Isabella G. McCarthy,	"	2 40
132	Lucy J. McKay,	Charlotte,	5 88
133	Maggie A. McLaughlin,	Carleton,	6 72
134	Lizzie T. McLean,	Kent,	7 86
135	Lizzie J. Nixon,	Charlotte,	5 70
136	Elinor A. Patterson,	Sunbury,	1 32
137	Emily C. Paul,	Carleton,	6 00
138	Lauretta P. Pond,	Northumberland,	3 00
139	C. Eve Pringle,	York,	1 50
140	Alberta V. Reid,	Westmorland,	11 70
141	Mary E. Smith,	Sunbury,	54
142	Sadie F. Squiers,	Carleton,	5 10
143	Margaret I. Strang,	St. John,	3 96
144	Ella M. Thorne,	Kings,	8 40
144½	Mary J. Tomilson,	York,	1 80
145	Joseph C. Arseneau,	Gloucester,	9 72
146	Levi Cormier,	Kent,	11 76
147	Simon D. LeBlanc,	Westmorland,	10 80
148	Catherine Arseneau,	Kent,	13 38
149	Marie O. Bilodeau,	"	11 76
150	Gertrude B. Commeau,	Gloucester,	9 72
151	Marie A. DeGrace,	"	9 72
152	Marie L. Dumas,	Quebec,	10 50
153	Josephine Frenette,	Gloucester,	9 72
154	Catherine D. Gaudet,	Westmorland,	10 80
155	Philomene LePlante,	Gloucester,	9 72
		<i>Forward,</i>	\$980 08

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$ 980 08
156	Ludovine M. Daigle,	Kent,	13 74
157	Sara D. Gaudet,	Westmorland,	10 80
158	Mary Fleming,	Carleton,	6 12
159	Margaret Payne,	Northumberland,	6 00
		Gov. War. No. 191,	\$1,016 74

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
1	Thomas D. Belliveau,	Kent,	\$ 10 56
2	Andre Boudreau,	Gloucester,	9 72
3	Narcisse Boudreau,	Westmorland,	9 60
4	Placide R. Richard,	Kent,	12 18
5	Albert Robichaud,	Gloucester,	10 20
6	Telesphore Savoie,	"	10 20
7	Camille Surette,	Westmorland,	9 30
8	Olive Allain,	Kent,	10 92
9	Elizabeth Arseneau,	Gloucester,	9 12
10	Elizabeth Aubé,	"	10 02
11	Margaret A. Barrieau,	Kent,	13 44
12	Judith M. Bernard,	Westmorland,	10 20
13	Margaret M. Bilodeau,	Kent,	11 76
14	Edith Daigle,	Madawaska,	10 50
15	Gertrude I. Doucet,	Gloucester,	9 84
16	Helen M. Doucette,	"	9 00
17	Elizabeth J. Ferguson,	"	10 20
18	Genevieve Girouard,	Kent,	10 86
19	Emma Goguen,	"	11 76
20	Marie A. Landry,	Gloucester,	9 00
21	Annie Lynch,	Madawaska,	10 14
22	Mary Ann Lynch,	"	10 14
23	Celina Maillet,	Kent,	12 00
24	Annie M. Martin,	Madawaska,	9 72
25	Marie O. Martin,	"	9 72
26	Domitilde Melanson,	Westmorland,	11 16
27	Claudie Michaud,	Madawaska,	10 20
28	Marcelline J. Richard,	Westmorland,	10 80
29	Anastacie Soucie,	Madawaska,	9 78
30	Domitilde Belliveau,	Westmorland,	11 16
31	William M. Veazey,	Charlotte,	5 40
32	Jennie J. Calder,	"	6 60
33	Stephen E. Howard,	St. John,	6 36
34	Jane G. Thurmott,	"	3 96
35	Ida M. Clarke,	Carleton,	3 90
36	Hellace Estabrooks,	York,	1 50
37	Addie A. Fraser,	"	1 50
38	Abram H. Milton,	Westmorland,	8 94
Gov. War. No. 1,119			\$351 37

TABLE XVII.—PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31st, 1890.

*Statement of Chief Superintendent's Provincial Drafts to Teachers  
and of County Fund Drafts to Trustees.*

(Summarized in Tables IX and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December 31st, 1889.</i>		
References.—Warrants Nos. 188, 189, 190, 480..	\$ 70,507 64	
Amount County Fund for Term ended December 31st, 1889.....		\$47,252 25
<i>For Term ended June 30th, 1890.</i>		
References.—Warrants Nos. 766, 767, 768, 1,116, 1,117, 1,118, 1,400.....	66,902 29	
Amount County Fund for Term ended June 30th, 1890 .....		47,252 25
Total.....	\$137,409 93	\$94,504 50

**TABLE XVIII.—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE  
FOR YEAR ENDED DECEMBER 31ST, 1890.**

Schools (See Table IX for details):

Common, ....	\$121,761 95
Superior, ....	11,765 08
Grammar, ....	3,882 90
	<hr/> \$137,409 93

Normal School:

Salaries, (Table XIII) ....	5,455 00
Travelling allowance to Student Teachers:	
Paid in 1890, (See Table XVI) ....	1,368 11
W. Y. T. Sims, for service Normal School, ....	50 00
Anatomical and Astronomical Studies, Chemical Apparatus, etc., for Normal School, ....	85 16
Salary of Six Inspectors, ....	7,200 00
Inspectors' Allowance, attending Conferences, ....	600 00
Acting-Inspector Whelpley, expenses incurred in visiting Glad- stone during July, by order of Chief Superintendent, ....	15 00
Examination of Candidates for Teachers' Licenses, including Examiners and Deputies, December, 1889, and May and June, 1890, ....	630 64

Travelling Allowance:

Chief Superintendent of Education for 1890, ....	400 00
School Libraries, ....	163 27
Dr. Coulthard, preparing draft of Health Certificate, ....	10 00
Expenses incurred in connection with Educational Exhibit, ....	189 92
Sundry Office Expenses, ....	35 28

Salaries:

Chief Superintendent, ....	\$ 1,600 00
Chief Clerk, ....	900 00
Clerk, ....	600 00
Clerk, ....	250 00
	<hr/> 3,350 00
Janitor, ....	100 00

\$157,062 31





# QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF LICENSE AT  
THE EXAMINATION IN JUNE, 1890.

---

## GRAMMAR SCHOOL CLASS.

[GR. SCH.]      TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 min.*

1. Define attention and briefly point out its relation to intellect and will. Show how you would proceed to train this faculty.
2. What is observation? What is its relation to perception? Name several of the subjects in the course of instruction specially designed for the training of the observing powers, and outline a lesson in one of these subjects with a view of illustrating your method of teaching it.
3. Describe your method of teaching the first steps of Reading. Justify the method on psychological principles.
4. State the principles which should guide a Teacher in the allotment of time for the several subjects of instruction, and make a weekly allotment for each of the following subjects for a department embracing Standards VII and VIII: Form-Study and Drawing, Geometry, Natural History, Temperance Teachings of Science.
5. Specify several kinds of punishment sometimes resorted to in schools. Give your views on each.

### ALTERNATIVE.

Instead of the foregoing questions, Candidates may write a thesis on "The Theory and Practice of Education in the nineteenth century." (The thesis and the questions above are of equal value.)

---

[GR. SCH.]      LATIN.      *Time, 1 hr. 30 min.*

1 Translate into correct English:

- A. Virg. *Æn.*, Bk. III, vv. 192-200: *Postquam altum . . . in undia*. Explain the case of: *gurgite*, *nubibus*, *cursu*. Scan 195.
- B. Hor., *Ars Poet.*, vv. 99-106: *Non satis est . . . severum seria dictu*.
- C. Cic. de Senec., Cap. 10, Sec. 32: *Quartum annum ago . . . non hospites*. Write very brief historical notes on (1) *bello Punico*; (2) *consul in Hispania*; (3) *depugnavi apud Thermopylas*.

2. Parse fully: *adparent, adstitit, dolendum est, minarum, viribus*.

3. Scan the following lines, giving the names of the metres :

1. Mæcenas atavis edite regibus.

2. Integer vitiae sceleris que purus.

4. Distinguish between : vereor ne veniat, vereor ut veniat ; consulo te, consulo tibi ; caveo te, caveo tibi ; natus, nactus.

5. State the rules for the sequence of tenses in Latin, adding short examples to illustrate your answer.

[GR. SCHOOL.]

GREEK.

Time, 1 hr. 30 min.

1. Translate into English :

A. Hom. Il., Book III, vv. 355-363.

B. Xen. Anab., Book I, Cap. 9, Sec. 22 & 23.

C. Eurip. Alc. vv. 569-587.

2. Parse.—[The words to be parsed are here omitted.]

3. Specify the chief uses of the middle voice.

4. In what metre is the dialogue of a Greek Play like the Alcestis written? Write down the scheme of this metre. Name the several parts of a Greek Play.

5. In what various ways do adjectives in *os* form their comparatives? Give two instances of each.

6. Write out in full : 2nd indic. mid. of [certain verbs not here given.]

7. Write some account of the life of Euripides. Give dates of his birth and death. Name his chief plays.

[GR. SCHOOL.]

ALGEBRA.

Time, 1 hour 30 min.

1. Shew that  $\frac{x}{x^3-1} - \frac{x^3}{x^3+1} - \frac{1}{x^3-1} + \frac{1}{x^3+1} = x^3+2$ .

2. Solve  $\sqrt{x+8} - \sqrt{x+3} = \sqrt{x}$ .

3. Simplify  $\frac{3\sqrt{2}}{\sqrt{3}+\sqrt{6}} - \frac{4\sqrt{3}}{\sqrt{6}+\sqrt{2}} + \frac{\sqrt{6}}{\sqrt{2}+\sqrt{3}}$

4. If  $6x^2+6y^2 = 13xy$ , what is the ratio of  $x$  to  $y$ ?

5. Find the geometrical progression whose sum to infinity is  $4\frac{1}{2}$ , and whose second term is  $-2$ .

6. Prove  $(1+x)^{\frac{1}{2}} = 1 + \frac{1}{2}x - \frac{1}{2 \cdot 4}x^2 + \frac{1 \cdot 3}{2 \cdot 4 \cdot 6}x^3 - \dots$

assuming that  $(1+x)^n = 1 + nx + \frac{n(n-1)}{1 \cdot 2}x^2 + \frac{n(n-1)(n-2)}{1 \cdot 2 \cdot 3}x^3 + \dots$

7. In a similar way expand  $(1+x)^{\frac{1}{2}}$  to four terms, and then write out the fifth and sixth by analogy.

N. B.—Six questions make a full paper.

[GR. SCH.] PLANE AND SOLID GEOMETRY. *Time, 1 hr. 30 min.*

1. In right angled triangles, the rectilinear figure described upon the side opposite the right angle is equal to the similar and similarly described figures upon the sides containing the right angle.
  2. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the rectangles, contained by its opposite sides.
  3. If two planes cut one another, their common section must be a straight line.
  4. If two planes which cut one another be each of them perpendicular to a third plane, their common section must be perpendicular to the same plane.
  5. If two parallel planes are cut by another plane their common sections with it are parallel.
- 

[GR. SCH.] SPHERICAL TRIGONOMETRY. *Time, 1 hour.*

1. In a right spherical triangle prove  $\sin a = \sin. c \sin. A$ .
  2. When are two triangles said to be polar with respect to each other?
  3. Prove  $\sin. \frac{1}{2}A = \sqrt{\sin. (s-b) \sin (s-c) \operatorname{cosec}. b. \operatorname{cosec}. c}$ .
  4. Given two sides  $a$  and  $b$ , and the included angle  $c$ , show how to find the other parts of an oblique spherical triangle.
  5. Write out Napier's Analogies.
- 

[GR. SCH.] GREEK AND ROMAN HISTORY. *Time, 1 hour.*

1. Give the causes, duration and results of the Peloponesian War.
2. Name some of the steps by which Athens gained and lost the supremacy of Greece. What part did Themistocles play in connection with the changes. What was his own character and destiny?
3. Give some account of the career of Pericles. Who was his chief rival? What was the nature of his influence upon the history of Greece?
4. Explain briefly the signification of the following:—"Ostracism"—"The Retreat of the Ten Thousand"—"Peace of Nicias"—"Expulsion of the Pisistratides"—"Laws of Lycurgus."
5. What effects upon Roman history may be ascribed to the following causes: The reign of Tarquin, the battle of Cannae, the birth and death of Julius Cæsar, the reign of Constantine.
6. Who were the members of the first Triumvirate, and what became of each?
7. For what are the following names in Roman history remarkable:—Cataline, Cicero, Nero, Virgil, Scipio.

N. B.—Five questions make a full paper.

[GR. SCH.]

## GENERAL CHEMISTRY.

*Time, 1 hour.*

1. Explain the electrical decomposition of water. What general chemical principles may be deduced therefrom?
2. From what sources, and by what methods, are the following substances prepared: Alum, Soda, Glass, Alcohol, Iron, Chloroform, Muriatic Acid, Water-gas, Dynamite.
3. What is the chief source of Potassium compounds? Name and symbolize the latter, stating their uses. Describe potassium as an element.
4. By what several agents are the following results effected: Bleaching, Dyeing, Disinfection, Anaesthesia or Insensibility to Pain, Reduction, Oxydation.
5. From what sources and by what means are the following gases manufactured: Oxygen, Chlorine, Nitrous Oxide, Ether, Hydrofluoric Acid. Formulate the reactions in each case.
6. Give formulæ for the following: Ammonia Gas, Ammonic Sulphate, Acetic Ether, Calomel, Blue Vitriol, Chalk, Iron Rust, Gunpowder.

N. B.—Five questions make a full paper.

[GR. SCH.]

## ANIMAL AND VEGETABLE PHYSIOLOGY.

*Time, 1 hour.*

1. What are the differences (of structure and function) between arteries, capillaries and veins! How is the flow of the blood maintained? How is the direction determined, and to what variations is it subject?
2. Enumerate the bones of the arm. How are they connected! Of what motions are they capable, and by what muscles are they governed?
3. Describe briefly the principal parts of the human *brain*, and state what you know of their probable functions.
4. Describe the position, nature and use of the following organs: Liver, Thoracic Duct, Salivary Glands, Larynx, Atlas, Crystalline Lens, Cochlea.
5. What is the purpose of starch in vegetable growth; How is it found in the plant, and where? To what changes is it subject, and why?
6. What useful purposes are served by the following provisions in the life of plants: *Clustering of flowers*, *Flower coloration*, *Branching*, *Formation of Rootstocks and Tubers*, *Fruiting*.
7. What resemblances and what differences can you trace between Plants and Animals?

N. B.—Six questions make a full paper.

### Educational Exhibit.

At the solicitation of the Directors of the International Exhibition held in St. John last fall, this Department undertook to furnish an exhibit of the manual work of the schools, and sent out to each Teacher a circular, of which the following is a partial copy, but quite sufficient to show the nature of the work required, as well as the kind of work carried on in our schools:

EDUCATION OFFICE, FREDERICTON, N. B.,  
April 8th, 1890.

### EDUCATIONAL EXHIBIT.

This Department purposes to make an Educational Exhibit in connection with Canada's International Exhibition to be held in the City of St. John, opening September 24th, and continuing till October 4th, and respectfully solicits the co-operation of Teachers and Boards of Trustees in this behalf.

The Exhibit will consist of (1) Specimens of Manual Work. (2) School furniture, apparatus, maps, text-books, photographs of school-buildings, etc.

Specimens of Manual Work should embrace the requirements of the course in this respect, both in graded and ungraded schools.

**GRADED SCHOOLS.**—Specimens from the several Standards to be as follows: Standard I—*Common print, modelling of forms in clay, paper forms.* Standard II—*Print script, modelling in clay, paper forms, representation of school-room,* as embodying first ideas of a map. Standard III—*Print Script, modelling in clay, paper forms, drawings from Shorter Course in Form Study and Drawing, map of County.* Standard IV—*Writing*—answers to questions on reading lesson, and weaving them into a connected narrative, *modelling and drawing* as before, *map of the Province.* Standard V—*Writing*—a short narrative composition, or the substance of an oral lesson on the effects of alcohol on the organs of circulation, *modelling and drawings* as before, *outline map of the Dominion.* Standard VI—*Writing*—narrative composition, or the substance of some oral lesson in physics, *modelling and drawings* as before, *map of one of the Provinces of the Dominion* (not New Brunswick). Standard VII—*Writing*—a short historical narrative, or description of some experiment in the chemistry of Common Things, and one of the first fifteen propositions of geometry, *modelling and drawings* as before, *map of South America, or Australia.* Standard VIII—*Writing*—specimens of accounts and bills; algebra, an easy equation and a problem; expansion of a sentence into a narrative paragraph, or the substance of some oral lesson on respiration, *modelling and drawings* as before, *map of Palestine or England.*

Specimens of *sewing and knitting*, as practised in the respective standards, or specimens of work done in schools where the instruction is not graded.

**UNGRADED SCHOOLS.**—Standard I—*Common print and print script, modelling of forms in clay* (optional). Standard II—*Print script, modelling* as before, *map of school room.* Standard III—*Print script*—answers to questions on Reading Lesson, *modelling* as before, *drawings* from shorter Course in Form Study and Drawing, *map of County.* Standard IV—*Writing*—a letter on some familiar subject, *modelling* as before, *drawings* as before, *map of the Province.* Standard V—*Writing*—a short narrative, or substance of a lesson on an agricultural topic, specimens of accounts and bills, *modelling* as before, *drawings* as before, *map of one of the Provinces of the Dominion* (not New Brunswick), or *outline map of Europe.*

In addition to the foregoing, each school will have the privilege of exhibiting any special work in harmony with the requirements of the Course of Instruction.

As the Shorter Course in Form Study and Drawing has only recently been taken up in the schools, teachers may, if they prefer, forward specimens of work done by the more advanced pupils in the previous course.

In Grammar or High Schools in which the work is in advance of Standard VIII, specimens of such manual work as is practised may be forwarded; also written translations from Latin, Greek, or French into English, or *vice versa*. Specimens of demonstrations, or solutions of mathematical problems, chemical equations, and illustrative diagrams, arising out of some experiment which the pupil has performed or seen; and illustrations of other work in Natural Science.

It is recommended that all the pupils in a Standard participate in the exercises of the Standard, and that the larger number, at least, of the specimens be forwarded, the object of the Exhibit being to show the general character of our school work, and not merely to display the performances of exceptional pupils.

Considering that the Course in Form Study and Drawing had just been introduced at the beginning of the preceding Term, the response of the teachers to this invitation was very satisfactory, and the work highly creditable. Every County was represented, except Sunbury.

The following is a list of the schools which forwarded specimens of work :

#### GRAMMAR SCHOOLS.

Alma, Woodstock, St. Andrews, St. John, Richibucto, Sussex, Osham.

#### SUPERIOR SCHOOLS.

Elgin Corner, Hartland, Bristol, St. George, St. Stephen, Petit Rocher, Havelock, Hampton Station, Kingston (Kent Co.), Clifton (Kings Co.), Edmundston, Chipman, Milford, Grand Falls, Moncton, Harvey Station, Forest City.

#### COMMON SCHOOLS.

ALBERT Co.—Goshen, No. 3, Elgin and Sussex.

CARLETON Co.—Greenfield, No. 9, Wicklow; Jacksontown, No. 8, Wakefield; Bull's Creek, No. 3, Woodstock; Woodstock, (Town).

CHARLOTTE Co.—Castalia, No. 2, Grand Manan; No. 2, Dufferin; Gleason Road, No. 13, St. James; Lower Bay Side, No. 2, St. Croix and St. Andrews; Oak Hill, No. 9, St. James; St. Stephen, (Town); Bocabeo Ridge, No. 2, St. Patrick; Grand Harbor, No. 4, Grand Manan; St. Andrews, (Town); St. George, No. 1, St. George.

GLOUCESTER Co.—Salmon Beach, No. 14, Bathurst; Dumfries, No. 7½, Beresford and Bathurst; No. 12, Beresford; No. 13, Beresford; No. 7, St. Isidore.

KENT Co.—St. Louis, No. 2, St. Louis; South Branch, No. 1, Weldford.

KINGS Co.—Oak Point, No. 2, Greenwich; Lily Lake, No. 4, Greenwich; Midland, No. 9, Kingston; Nauwigewauk, —Rothesay; No. 12, Springfield; Smith's Creek, No. 10, Studholm; Titusville, No. 3, Upham; Lands End, No. 8, Westfield.

MADAWASKA.—Edmundston.

NORTHUMBERLAND Co.—Chatham, (Town); Napan, No. 1½, Chatham; Napan, No. 6½, Chatham; Doaktown, No. 4, Blissfield; Black River, No. 1, Glenelg; Black Brook, No. 3, Chatham; Lower Newcastle, No. 2½, Newcastle; Strathadam, No. 12, North Esk; Allison Settlement, No. 10, South Esk.

QUEENS Co.—Fowler District, No. 9, Petersville; Cumberland Bay, No. 5, Waterboro.

**RESTIGOUCHE Co.**—Tide Head, No. 2, Addington; Flat Land, No. 4, Addington; Black Land, No. 3, Colborne; Armstrong's Brook, No. 2, Durham; River Louison, No. 6, Durham.

**ST. JOHN Co.**—St. John city schools; Milford, No. 13, Lancaster; Cold Brook, No. 2, Simonds; Golden Grove, No. 3, Simonds; No. 5, Simonds.

**VICTORIA Co.**—Lower Perth, No. 1, Perth; Lower Kintore, No. 10, Perth; South Tilley, No. 8, Perth and Drummond.

**WESTMORLAND Co.**—Moncton, (Town); Millville, No. 9, Moncton; No. 10, Shediac; Dorchester Road, No. 13, Shediac.

**YORK Co.**—Mouth Keswick, No. 3, Douglas; Fredericton, (City); Spring Hill, No. 10, Queensbury; Middle Southampton, No. 5, Southampton; Maple Ridge, No. 10, Southampton; North Portage, No. 9, Stanley.

The Normal School, in addition to Modelling and Drawing, prepared a large number of Historical Maps of the Dominion.

Relief Maps were prepared by the Model Schools, by Moncton and Saint John.

Sewing and Knitting by the Model Schools, by Moncton and St. John.

The Classical, Literary, and Natural Science studies in the Girls' High School and Grammar School of St. John were exhibited by means of written exercises, charts, botanical collections, etc.

The Exhibit, with the exception of that portion of it from the St. John Schools, has now a place in the Educational Museum in connection with the Education Office.

The exhibit was instructive to teachers and to the general public as well. The former had an opportunity of comparing their work, and the latter of seeing what the schools were actually accomplishing in the way of manual instruction, while maintaining intact the principles which should govern the training of youth under a Free School System. The general appreciation of the public, and the commendation of competent judges in respect of the exhibit as a whole, and the superior excellence of so many portions of it, was as gratifying to the friends of Education as it was creditable to the teachers and pupils who so cheerfully undertook to reflect the work and character of our school system.

---

### Secondary Education.

---

In the Annual Reports of 1887 and 1889, I set forth at some length the condition of our Secondary Education, and suggested some measures of a remedial character, but the Legislature has not yet, I regret, seen its way to take any action thereon. Our Primary Education is admitted, and I believe universally, to be second to none in the Dominion, but the condition of our Secondary Education is very far from being so regarded. The County Grammar Schools are not equipped, either as respects appliances or teaching power, to meet in any satisfactory degree the requirements of modern times. While mar-



vellous advances have been made and are being made in all departments of Science and Literature, and in almost every branch of human industry, and while other Institutions have been remodelled to meet modern requirements, the Grammar Schools are just about where they were nearly three generations ago. Where Classics and Mathematics constituted the only branches of Secondary Education, these institutions, no doubt, met the demands then made upon them; but Secondary Education has now a much wider range, and has accordingly been provided for in every progressive country. Your Honor, in referring to the Educational Exhibit at the opening of the late International Exhibition held in St. John, was pleased to say that while New Brunswick kept fully abreast of her neighbors in Primary Education, you believed it was lagging behind in Secondary Work. The facts of the case make it painfully evident that your Honor's opinion as to the defects of our Secondary Education is too well founded.

I suggested some years ago that the County Grammar Schools give place to Superior Schools, that is, Superior Primary Schools, and that five Provincial Grammar or High Schools be established. The Districts in which the County Grammar Schools are located would not thereby lose any of the advantages which they at present enjoy in respect of the subjects of instruction, but would, moreover, be able to bring the instruction more into line with their needs and circumstances. The proposed High Schools would be established in the most populous and eligible centres, and be equipped both in respect of appliances and teaching power so as to effectively secure instruction suited to modern times.

The charge upon the Provincial Treasury would not exceed \$4,850, even when the five schools are in operation, which probably would not be the case for a year or two. This is a small amount when compared with the provision made by other counties. Our sister Province of Nova Scotia has obligated herself to the extent of \$1,750 for each county on behalf of secondary education.

From every point of view I cannot but regard it as a matter vitally affecting the permanent efficiency of our Primary or Common School System, and our well-being as a Province, that better provision be made in behalf of secondary education.

I conclude this Report by repeating the recommendations I have made in the course of it to the Legislature:

1. That provision be made for securing the attendance at school of all educable children.
2. That better provision be made in behalf of Secondary Education.
3. That the Board of Education be empowered to increase the Inspectorial Staff.

I have the honour to be,

Your Honor's most obedient servant,

WM. CROCKET,

*Chief Superintendent of Education.*

---

PART II.

---

STATISTICAL TABLES.

---



TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH JUNE, 1890. PRELIMINARY.

COUNTIES.	SECOND TERM CLOSED 31ST DECEMBER, 1889.				FIRST TERM CLOSED 30TH JUNE, 1890.				YEAR ENDING 30TH JUNE, 1890.			
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.		Schools.	Teachers and Assistants.	Pupils in attendance at Schools.		No. of Districts having Schools in operation in the Second Term, that were without Schools in the First Term.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	Total No. of different Pupils in attendance at Schools within the year.	
Albert, .....	68	68	2,117		57	58	2,060		18	8	2,722	
Carlton, .....	137	141	4,256		134	136	4,773		14	12	5,510	
Charlotte, .....	133	136	4,660		131	137	4,994		6	6	5,521	
Gloucester, .....	83	89	3,631		83	89	3,682		4	7	4,281	
Kent, .....	100	101	3,662		99	100	3,625		13	12	4,651	
Kings, .....	144	154	4,316		141	150	4,728		22	20	5,668	
Madawaska, .....	33	34	1,228		33	33	1,373		5	8	1,786	
Northumberland, .....	116	129	4,511		111	122	4,473		8	8	5,272	
Queens, .....	87	90	2,289		90	93	2,630		10	11	2,967	
Restigouche, .....	33	38	1,375		32	36	1,382		1	1	1,611	
Saint John, .....	196	221	8,676		199	225	8,815		4	2	9,605	
Sunbury, .....	42	44	1,014		38	42	1,022		7	4	1,302	
Victoria, .....	45	45	1,249		38	39	1,186		11	3	1,554	
Westmorland, .....	171	180	7,361		168	178	7,702		14	9	8,819	
York, .....	177	187	6,040		163	179	6,125		21	9	7,254	
New Brunswick, .....	1565	1657	56,385		1,517	1,617	58,570		158	120	68,623	
Cor. Terms, 1888-89, ..	1548	1609	54,099		1,505	1,597	59,819		165	123	68,221	
Increase, .....	17	48	2,286		12	20	1,249		...	...	302	
Decrease, .....	...	..	..		...	..	..		7	3	..	

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1890.

Part One.—The Second Term closed 31st December, 1889.

COUNTIES.	No. of pupils at School this term.	Proportion of the population at School this Term (Census of 1881.)	AGE AND SEX OF PUPILS.				Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.				
Albert, .....	2,117	1 in 5.82	18	1,975	124	1,110	1,007	114,144½	1,215	57.34	54.70
Carleton, .....	4,256	1 in 5.48	23	3,994	239	2,084	2,172	224,095½	2,474	58.12	53.52
Charlotte, .....	4,660	1 in 5.59	17	4,469	174	2,372	2,288	257,701	3,054	65.53	55.79
Gloucester, .....	3,631	1 in 5.95	22	3,471	138	1,925	1,706	192,114½	2,115	58.24	54.25
Kent, .....	3,662	1 in 6.17	34	3,528	100	1,870	1,792	209,038½	2,157	58.90	57.86
Kings, .....	4,316	1 in 5.93	29	4,044	243	2,207	2,109	223,528½	2,388	55.32	52.29
Madawaska, .....	1,228	1 in 7.06	39	1,162	27	610	618	72,179½	720	58.63	57.89
Northumberland, .....	4,511	1 in 5.58	18	4,388	105	2,325	2,186	250,206½	2,792	61.89	55.59
Queens, .....	2,289	1 in 6.12	18	2,160	111	1,178	1,111	113,301	1,279	55.87	49.58
Restigouche, .....	1,375	1 in 5.13	5	1,326	44	695	680	75,990	849	61.74	57.81
Saint John, .....	8,676	1 in 6.10	13	8,229	434	4,450	4,226	560,092½	6,448	74.31	70.90
Sunbury, .....	1,014	1 in 6.55	2	957	55	526	488	52,700	578	57.00	51.08
Victoria, .....	1,249	1 in 5.61	19	1,183	47	638	611	65,439½	699	55.96	48.11
Westmorland, .....	7,361	1 in 5.12	54	7,025	282	3,846	3,515	398,247½	4,374	59.42	56.55
York, .....	6,040	1 in 5.03	39	5,784	217	3,011	3,029	341,576½	3,680	60.92	57.45
New Brunswick, ..	56,385	1 in 5.69	350	53,695	2340	28,847	27,538	3,150,355½	34,832	61.75	57.52
Cor. Term, 1888, ...	54,099	1 in 5.93	343	51,400	2356	27,349	26,750	2,795,529	30,219	55.85	52.54
Increase, .....	2,286	1 in 140.52	7	2,295	....	1,498	788	354,826½	4,603	5.90	4.98
Decrease, .....	....	.....	....	....	16	....	....	.....	....	....	....

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1890.  
Part Two.—The First Term closed 30th June, 1890.

COUNTIES.	No. of pupils at School this Term.	Proportion of the population at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.					Grand total days' attendance made by the pupils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.					
Albert, .....	2,060	1 in 5.98	9	1,860	191	1,140	920	120,358½	1,065	978	51.69	47.47
Carleton, .....	4,773	1 in 4.89	27	4,208	538	2,525	2,248	281,556½	2,555	2,289	53.53	47.95
Charlotte, .....	4,994	1 in 5.22	16	4,634	344	2,716	2,278	328,134	2,896	2,606	57.99	52.18
Gloucester, .....	3,682	1 in 5.87	22	3,412	248	2,029	1,653	226,574½	1,928	1,814	52.36	49.26
Kent, .....	3,625	1 in 6.23	39	3,437	149	1,834	1,791	216,225	1,877	1,728	51.77	47.20
Kings, .....	4,728	1 in 5.41	18	4,263	447	2,542	2,186	270,124½	2,349	2,182	49.68	46.15
Madawask, .....	1,373	1 in 6.31	23	1,287	63	684	689	83,570	748	670	54.47	48.79
Northumberland, .....	4,473	1 in 5.63	16	4,294	163	2,386	2,087	294,739½	2,485	2,358	55.55	52.71
Queens, .....	2,630	1 in 5.32	9	2,367	254	1,401	1,229	144,760½	1,290	1,149	49.04	43.68
Restigouche, .....	1,382	1 in 5.10	7	1,293	82	753	629	87,944½	768	697	55.57	50.43
Saint John, .....	8,815	1 in 6.01	12	8,317	486	4,547	4,268	662,893	5,842	5,466	66.27	61.99
Sunbury, .....	1,022	1 in 6.50	3	910	109	563	459	60,834½	508	480	49.70	46.96
Victoria, .....	1,186	1 in 5.91	5	1,091	90	633	553	65,361	596	506	50.25	42.66
Westmorland, .....	7,702	1 in 4.89	39	7,202	461	4,110	3,592	491,717½	4,222	4,014	54.81	52.11
York, .....	6,125	1 in 4.96	46	5,697	382	3,190	2,935	380,172½	3,413	2,927	55.72	47.78
New Brunswick, ...	58,570	1 in 5.49	291	54,272	4,007	31,053	27,517	3,714,966	32,542	29,864	55.54	50.96
Cor. Term, 1889, ...	59,819	1 in 5.37	334	54,955	4,530	31,847	27,972	3,774,942	33,785	30,800	56.49	51.48
Increase, .....	1,249	1 in 257.20	43	683	523	794	455	59,976	1,243	936	..	..
Decrease, .....	1,249	1 in 257.20	43	683	523	794	455	59,976	1,243	936	..	..

TABLE III. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1890.

Part One.—The Second Term closed 31st December, 1889.

## NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Physical Exercises.	Oral Lessons on Morals, &c.	Reading—Spelling—Recitation.		Composition.								Grammar and Analysis.								History.				
			Sewing.	Knitting.	STANDARD.								STANDARD.								STANDARD.				
			Opt'n'l.	37	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII
					462	426	433	345	290	82	49	39	371	390	412	235	227	82	49	39	239	240	207	77	48
Albert, .....	1508	1877	63	46	974	810	708	839	517	210	81	110	779	750	738	822	513	200	81	110	485	657	462	198	81
Charlotte, .....	3475	3730	104	86	1092	878	810	828	460	259	42	78	969	841	782	786	463	259	185	101	457	581	425	259	184
Gloucester, .....	4007	4417	38	38	1640	817	635	373	117	66	37	35	1378	750	518	368	114	66	37	35	423	424	113	60	37
Kent, .....	2440	2907	285	206	1334	830	627	452	207	72	42	30	986	704	621	443	304	82	42	30	496	368	219	80	42
King's, .....	2597	2720	3354	3609	86	45	1021	809	744	812	596	157	102	87	712	748	738	791	576	168	102	87	537	749	556
Madawaska, .....	3354	3609	86	45	571	244	211	114	34	7	6	6	375	199	164	83	32	7	6	6	143	71	36	7	6
Northumberland, .....	567	571	4	4	1255	1024	883	683	342	153	121	63	1061	1033	891	678	340	163	121	63	547	432	348	153	121
Queens, .....	3717	4065	106	54	479	486	428	210	61	3	21	34	534	403	486	422	210	61	3	21	418	402	204	58	3
Restigouche, .....	1812	1982	24	24	349	281	261	193	139	64	31	34	325	281	262	103	146	64	31	34	182	176	135	52	31
Saint John, .....	1065	1166	7993	8907	1771	1392	1163	1281	996	720	642	379	1715	1387	1151	1235	969	670	603	367	172	370	929	668	589
Sunbury, .....	657	844	10	7	258	183	200	205	107	5	18	21	191	162	194	266	101	10	19	15	137	203	89	10	17
Victoria, .....	932	1028	9	9	381	277	223	209	80	29	22	13	245	257	216	267	107	282	13	167	163	72	31	22	13
Westmorland, .....	5613	5821	166	49	2009	1379	1315	1052	743	265	202	167	1653	1265	1200	1057	697	282	191	150	598	637	589	265	212
York, .....	4924	5117	166	49	1484	1251	1176	925	586	215	137	146	1328	1215	1196	913	554	213	137	128	727	685	554	216	137
New Brunswick, .....	44741	47680	2409	1208	15220	11065	9635	8739	5364	2265	1535	1223	12622	10451	9669	8417	5190	2335	1629	1163	5728	6056	4938	2278	1632
Cor. Term, 1888, .....	30820	42251	2228	1046	14938	10461	9092	8437	3507	2861	1699	1138	11831	9406	9328	8315	3515	2322	1531	1128	6301	5786	3337	2799	1546
Increase, .....	7921	5420	241	252	282	604	273	302	1767	496	86	64	691	956	341	102	1675	13	98	65	427	270	1601	621	66
Decrease, .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

\* In Country Districts only.

TABLE III. Part One.—Continued.

COUNTIES.	FORM. 42	INDUSTRIAL DRAWING. 43								PRINT-SCRIPT. 44								WRITING. 45								SINGING ("Theory" Optional). 46								
		STANDARD.								STANDARD.								STANDARD.								STANDARD.								
		By Rate.								By Rate.								By Rate.								By Rate.								
		I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	
Albert, .....	865	374	290	294	84	26	34	403	411	405	313	124	428	355	225	74	38	231	213	200	150	..	..	..	..	231	213	200	150	..	..	..	..	
Carleton, .....	848	713	675	730	140	171	62	929	777	757	755	358	736	759	508	197	80	498	396	400	472	..	..	..	..	498	396	400	472	..	..	..	..	
Charlotte, .....	1064	857	770	748	470	276	163	1064	871	753	685	246	766	783	463	260	185	101	416	352	283	274	..	..	..	..	416	352	283	274	..	..	..	..
Gloucester, .....	1428	729	556	372	112	62	37	1336	791	490	331	97	638	393	125	55	37	34	855	452	299	156	..	..	..	..	855	452	299	156	..	..	..	..
Kent, .....	1130	750	636	444	193	74	42	1268	791	605	435	149	719	432	225	89	42	30	692	407	302	263	..	..	..	..	692	407	302	263	..	..	..	..
Kings, .....	825	711	738	740	553	143	66	953	807	691	649	310	763	786	575	175	102	87	365	232	277	320	..	..	..	..	365	232	277	320	..	..	..	..
Madawaska, .....	317	175	133	77	38	7	0	473	213	176	74	11	227	89	49	20	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Northumberland, .....	1065	969	857	650	322	147	107	1098	1024	879	591	283	859	681	345	153	121	63	720	643	560	427	..	..	..	..	720	643	560	427	..	..	..	..
Quebec, .....	575	436	457	408	194	63	9	669	477	437	356	170	500	432	202	67	3	22	264	212	217	180	..	..	..	..	264	212	217	180	..	..	..	..
Restigouche, .....	331	274	251	178	124	48	31	333	251	230	168	87	261	191	146	64	31	34	169	126	76	65	..	..	..	..	169	126	76	65	..	..	..	..
Saint John, .....	1807	1346	1123	1220	915	649	533	1724	1369	1133	1218	885	1298	1274	984	726	590	379	1647	1224	971	1069	..	..	..	..	1647	1224	971	1069	..	..	..	..
Sunbury, .....	249	159	208	290	82	..	..	263	179	134	157	70	197	203	113	5	27	7	70	54	72	76	..	..	..	..	70	54	72	76	..	..	..	..
Victoria, .....	282	185	178	185	71	25	13	363	285	208	170	41	215	218	85	27	22	13	194	108	110	121	..	..	..	..	194	108	110	121	..	..	..	..
Westmorland, .....	1708	1121	1190	935	576	247	161	1885	1394	1229	926	507	1473	1111	715	293	214	183	980	738	742	483	..	..	..	..	980	738	742	483	..	..	..	..
York, .....	1290	1142	1064	827	552	204	114	1396	1223	1078	659	357	1213	940	587	216	137	146	849	738	701	614	..	..	..	..	849	738	701	614	..	..	..	..
New Brunswick, .....	13246	9932	9200	8022	4828	2900	1404	14354	10923	9265	7517	3905	10803	8711	5345	2421	1635	1243	8189	5699	5370	4709	..	..	..	..	8189	5699	5370	4709	..	..	..	..
Cor. Term, 1888, .....	12538	9279	9118	7646	3377	2717	1405	14156	10425	9146	7353	..	10111	8590	4314	2863	1559	1105	7575	5564	5147	4372	..	..	..	..	7575	5564	5147	4372	..	..	..	..
Increase, .....	708	653	..	..	..	..	..	228	498	119	134	..	192	81	1031	..	..	..	611	435	223	337	..	..	..	..	611	435	223	337	..	..	..	..
Decrease, .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	



TABLE III. Part One.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.										GEOMETRY.		ALGEBRA.		GEOGRAPHY.								TEMPERANCE TEACHINGS OF SCIENCE.										
	47										48		49		50								51										
	STANDARD.										STANDARD.		STANDARD.		STANDARD.								ORAL.										
	I	II	III	IV	V	VI	VII	VIII		VII	VIII	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IX	X		
Albert,.....	475	494	434	335	231	83	4	43	23	34	35	39	39	323	304	409	843	236	82	49	39	39	39	39	214	202	219	199	153	13	47	23	24
Charlotte,.....	952	792	770	816	504	203	185	110	77	85	75	98	98	947	815	755	856	877	201	81	110	110	110	110	394	439	410	511	306	14	58	159	60
Charlotte,.....	1045	880	914	817	440	299	185	101	61	58	58	58	58	908	824	827	877	255	187	181	181	181	181	596	596	490	457	240	118	88	134	72	
Gloucester,.....	1512	835	532	358	117	68	37	24	44	24	24	24	24	1186	603	586	400	344	197	37	34	34	34	34	641	334	233	183	142	55	37	47	11
Kent,.....	1287	816	632	455	307	82	43	30	31	13	13	13	13	845	703	586	400	344	197	37	34	34	34	34	670	344	233	183	142	55	37	47	11
King's,.....	1028	797	756	785	575	157	112	87	60	61	61	61	61	597	694	728	706	528	158	102	87	87	87	87	409	409	396	400	290	132	101	87	30
Madawaska,.....	515	522	176	104	32	7	6							351	167	155	60	63	7	6					179	71	63	90	21	16	9		
Northumberland,.....	1166	1052	890	683	242	153	121	62	121	62	126	63	63	999	996	989	675	329	153	121	63	725	684	699	463	232	160	106	107	113	53		
Queens,.....	711	479	487	485	150	59	31	50	22	22	23	22	22	430	300	479	421	198	52	2	12	12	12	12	117	164	219	180	95	93	64	9	
Reading,.....	543	373	387	193	146	59	31	46	46	46	59	59	59	235	249	295	193	146	64	31	34	138	133	171	133	70	54	38	81	34			
Saint John,.....	1819	1406	1161	1274	880	722	642	379	542	379	542	379	542	1618	1505	1148	1244	738	671	589	879	589	879	589	1531	1197	947	1091	732	69	40	448	349
Saltbury,.....	1153	191	207	109	91	5	16	18	4	14	13	12	12	146	156	200	198	87	23	17	22	17	22	17	84	144	111	117	61	27	3	11	
Sunbury,.....	390	327	323	301	74	3	3	3	3	3	3	3	3	232	253	291	205	74	29	23	15	160	144	110	117	53	20	5	23	32	13		
Victoria,.....	890	287	283	269	91	5	5	5	5	5	5	5	5	1175	1073	1272	1014	677	303	231	150	1013	659	718	699	456	54	29	49	58	78	97	
Westmorland,.....	1890	1433	1034	713	253	177	156	177	156	177	156	123	123	1117	1096	1170	926	532	216	137	156	845	806	777	643	366	157	101	155	78	106		
York,.....	1475	1251	1186	920	586	216	137	146	56	132	131	115	115	10851	9590	9578	8518	4908	2354	1658	1224	7921	6156	5784	5979	3312	1165	733	1402	1028	969		
New Brunswick,.....	14731	11093	8273	3519	5126	2961	1691	1247	1127	1005	1578	1139	1578	9659	8831	9101	9186	3499	2798	1500	1123												
Cor. Term, 1883,.....	14447	10198	9639	3630	3544	2561	1572	1100	1181	944	1821	1073	1821																				
Increase,.....	274	895	199	199	1092	59	87	6	6	6	257	66	257	892	699	477	320	337	444		98												
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

\*\*In Country Districts Only.

TABLE III. Part One.—CONTINUED.

COUNTRIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.										Color.		Agriculture.		Physics, (Oral.)		Physi- ology. (Oral.)		Latin, (Optional.)		French, (Optional.)	
	52										53		54		55		56		57		58	
	STANDARD.										STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.	
	I	II	III	IV	V	VI	VII	VIII			I	II	III	IV	V	VI	VII	VIII	VII	VIII	VII	VIII
Albert,.....	288	339	387	270	207	78	48	43	301	260	204	184	97	43	40	55	28	35	12	..	..	..
Carleton,.....	673	741	664	753	476	198	79	110	694	576	513	489	180	265	184	214	61	109	6	44	..	..
Charlotte,.....	825	792	827	804	475	234	165	87	909	732	681	558	263	277	149	184	84	78	7	10	..	..
Gloucester,.....	1137	587	464	324	102	66	37	35	956	585	372	273	164	115	46	65	36	35	14	13	86	38
Kent,.....	998	620	560	425	196	92	41	30	958	613	469	334	282	179	57	69	30	28	..	..	46	103
Kings,.....	616	679	687	728	477	133	100	53	525	469	394	371	240	291	178	84	93	72	27	16	5	8
Madawaska,.....	233	147	114	59	30	7	6	..	210	119	81	46	19	11	..	..	..	..	..	..	94	18
Northumberland,.....	883	952	860	663	327	145	121	63	1018	931	725	497	294	307	133	134	109	69	..	26	18	5
Queens,.....	422	404	439	391	190	58	8	20	480	356	334	281	225	192	115	35	6	15	..	9	..	..
Restigouche,.....	275	225	252	193	116	52	31	34	296	229	190	133	75	110	109	28	31	34	24	28	..	..
Saint John,.....	1738	1344	1109	1211	911	653	368	371	1746	1342	1028	1082	97	143	60	651	585	371	371	312	36	..
Sunbury,.....	163	145	200	181	85	10	21	7	141	124	96	82	43	58	22	19	11	12	3	6	..	4
Victoria,.....	240	259	196	186	55	11	16	4	201	159	102	108	54	67	23	31	18	13	..	4	..	..
Westmorland,.....	1377	1045	1091	904	613	199	189	150	1213	781	694	539	309	202	120	215	160	40	16	20	32	17
York,.....	1116	1004	1056	816	474	155	134	128	969	868	712	589	297	343	183	220	109	163	48	66	..	4
N. Brunswick, Cor. Term, 1888	10984	9283	8899	7908	4764	2091	1384	1135	10617	8114	6575	5516	2629	2803	1419	2004	1360	1069	554	545	304	216
Increase, .....	..	..	195	217	1640	..	59	19	1127	1047	569	560	..	..	..	1755	1169	852	380	413	365	240
Decrease, .....	40	65	..	..	..	284	..	..	..	..	..	..	..	..	..	249	191	217	174	132	..	24

\* In Country Districts.



TABLE III. Part Two.—CONTINUED.

COUNTIES	INDUSTRIAL DRAWING. 43			PAINT-SCRIPT. 44			WRITING. 45			SINGING ("Theory" Optional). 46									
	STANDARD.			STANDARD.			STANDARD.			STANDARD.									
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	Note	Note	Note
Albert.....	404	845	327	374	240	99	59	35	414	357	337	364	186	350	209	232	198	136	62
Carlson.....	859	785	767	950	729	906	78	63	940	880	753	846	552	819	445	413	432	346	102
Charlotte.....	1019	804	915	908	668	174	192	105	1024	819	888	772	436	861	380	364	394	232	47
Gloucester.....	1199	763	592	417	196	53	50	33	1398	884	575	377	162	653	890	585	347	243	19
Kent.....	1053	684	735	447	219	87	53	82	1191	765	696	440	186	717	770	413	479	298	64
Kings.....	897	779	848	846	737	161	108	106	899	814	838	731	510	911	864	361	885	301	72
Madawaska.....	370	178	196	94	17	14	15	120	565	236	223	99	27	204	373	130	109	50	16
Northumberland.....	984	994	990	755	422	151	120	65	909	958	920	749	396	937	641	617	509	178	99
Queens.....	589	509	614	524	316	56	5	28	580	526	555	466	237	564	526	155	179	107	32
Restigouche.....	925	968	958	253	164	70	43	33	315	253	253	221	196	247	158	136	139	148	53
Saint John.....	2018	1358	1251	1264	705	694	534	307	1991	1380	1236	1259	623	1263	1892	1215	1134	1086	563
Sunbury.....	199	199	162	226	134	11	13	09	184	154	154	186	97	60	71	71	69	55	55
Victoria.....	257	256	248	226	119	39	24	19	260	240	250	233	92	252	141	150	150	142	78
Westmorland.....	1827	1389	1285	1131	694	265	186	137	2013	1448	1370	1033	645	1611	977	649	702	572	399
York.....	1355	977	1084	1034	726	174	161	125	1318	1040	1068	980	510	1145	749	611	683	614	52
New Brunswick.....	13240	10086	10142	9435	4068	2144	1634	1107	14076	10729	10045	8754	5089	10890	9699	6679	2500	1740	1177
Cor. Term, 1889..	13961	9900	9619	9653	4511	3796	1568	1109	14471	10644	9938	9216	.....	10890	10758	4876	3398	1703	1176
Increase.....	279	186	523	116	1567	.....	56	7	396	85	82	463	.....	.....	474	102	571	312	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE III. Part Two.—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.								GEOMETRY.		GEOGRAPHY.								TEMPERANCE TEACHINGS OF SCIENCE.							
	47								48	49	50								51							
	STANDARD.								STANDARD.	STANDARD.	STANDARD.								ORAL STANDARD.							
	I	II	III	IV	V	VI	VII	VIII	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert,.....	426	338	354	411	270	124	71	36	42	30	312	298	350	414	265	117	65	37	275	250	281	308	177	67	73	85
Charlotte,.....	963	840	808	990	788	208	99	100	67	86	664	779	782	961	775	220	98	100	635	692	682	712	559	210	176	166
Charlotte,.....	1060	858	883	930	678	203	206	108	138	89	902	770	885	928	672	203	206	108	829	700	694	713	504	230	204	180
Gloucester,.....	1401	894	578	437	155	36	34	20	49	39	983	708	534	330	190	57	50	33	702	469	377	433	103	117	72	28
Kent,.....	1195	779	684	489	214	76	58	32	23	17	815	653	607	478	212	76	58	32	731	448	452	394	159	160	105	34
Kings,.....	938	824	911	869	771	162	106	106	141	83	579	715	867	878	763	164	106	106	539	537	613	615	490	240	200	121
Madawaska,.....	692	240	242	104	25	23	8	..	7	..	381	193	220	89	22	24	15	..	490	105	88	39	4	20	7	16
Northumberland,.....	1035	961	916	771	434	164	122	66	121	65	829	851	909	751	434	151	130	65	804	740	745	610	387	415	166	147
Queens,.....	560	521	587	545	338	60	7	28	26	29	409	438	585	539	332	56	5	30	296	329	386	409	239	185	151	40
Restigouche,.....	2029	1389	1256	1201	992	622	537	317	565	314	261	244	259	217	162	71	43	33	213	156	198	181	107	82	83	67
St. John,.....	315	258	297	287	164	71	43	33	42	43	1880	1288	1252	1207	956	598	537	317	1896	1245	1146	1143	907	78	49	579
Sunbury,.....	198	218	175	235	138	11	12	9	18	8	183	154	168	231	135	17	15	9	138	147	136	192	108	64	47	38
Victoria,.....	255	240	254	231	114	29	24	22	6	14	205	245	252	238	117	29	24	22	177	186	186	183	68	30	25	24
Westmorland,.....	2038	1415	1398	1290	762	296	215	146	141	111	1431	1188	1337	1157	760	298	215	142	1392	1023	1103	892	542	249	120	165
York,.....	1356	1043	1130	1111	740	202	160	149	164	142	1036	874	1119	1088	728	290	158	147	996	774	944	902	560	260	257	183
New Brunswick,.....	14373	10818	10443	9851	6623	2287	1731	1172	1561	1193	10829	9393	10106	9566	6518	2271	1735	1181	9006	7718	7981	7626	4899	2407	1825	1839
Cor. Term, 1889,.....	14234	11064	10571	10545	4780	3292	1693	1208	1493	1066	10609	9140	10069	10163	4777	3227	1694	1139	..	..	..	..	..	..	..	..
Increase,.....	139	246	128	604	1843	975	38	36	68	5	211	253	37	597	1741	..	41	42	..	..	..	..	..	..	..	..
Decrease,.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

\* In Country Districts.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.								Color.				AGRICUL- TURE.		PHYSICS. (Oral.)		PHYSI- OLOGY. (Oral.)		LATIN. (Optional)		FRENCH. (Optional)			
	STANDARD.								53				54		55		56		57		58			
	STANDARD.								STANDARD.				STAND- ARD.		STAND- ARD.		STAND- ARD.		STAND- ARD.		STAND- ARD.			
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert, .....	299	279	338	410	241	92	57	34	334	291	272	289	163	205	107	77	72	33	29	29	..	4	..	..
Carleton, .....	638	719	785	960	721	194	81	95	718	665	604	556	368	464	417	205	78	92	138	138	2	51	..	..
Charlotte, .....	715	742	879	893	650	182	191	106	964	776	796	646	381	426	315	149	189	102	112	112	23	29	..	..
Gloucester, .....	982	670	508	399	174	57	50	33	993	665	490	302	320	303	104	49	26	22	24	24	24	13	45	13
Kent, .....	895	636	649	440	205	76	58	32	965	598	552	346	417	245	112	65	42	22	17	17	..	..	113	5
Kings, .....	719	751	848	804	715	150	104	107	793	668	612	598	399	496	420	160	108	98	122	122	43	44	..	..
Madawaska, .....	401	153	151	82	22	24	15	..	300	115	97	63	99	46	4	..	7	..	..	..	8	..	33	12
Northumberland, .....	917	925	898	761	432	151	120	65	925	861	767	581	536	488	231	149	120	65	63	63	21	20	2	14
Queens, .....	442	479	557	522	304	55	5	28	458	432	364	375	314	355	216	65	7	22	35	35	7	12	..	..
Restigouche, .....	218	228	260	237	164	71	43	33	268	248	223	153	118	141	137	75	43	33	44	44	23	15	..	..
Saint John, .....	1971	1357	1229	1241	930	598	528	313	1946	1310	1154	1139	164	147	125	611	510	301	313	313	233	271	135	24
Sunbury, .....	126	157	159	187	136	10	9	9	162	155	131	116	79	101	76	41	9	8	10	10	4	4	..	..
Victoria, .....	206	226	229	220	94	17	9	16	214	190	184	144	108	114	62	23	9	14	..	..	5	22	108	12
Westmorland, .....	1431	1183	1219	1114	683	252	189	135	1562	1071	940	709	561	479	219	257	201	128	191	191	5	22	108	12
York, .....	1315	872	999	976	654	150	162	139	999	791	752	661	414	477	404	208	150	148	145	145	70	66	..	..
New Brunswick, .....	11275	9377	9708	9186	6125	2079	1621	1145	11601	8836	7958	6658	4441	4487	2949	2134	1371	1088	1243	1243	513	557	436	80
Cor. Term, 1889, .....	11563	9962	9984	9707	4538	2994	1567	1099	10179	7657	6954	6350	..	..	..	2126	1338	1073	1125	1125	354	453	633	209
Increase, .....	..	..	..	..	587	..	..	..	1422	1179	1004	308	..	..	..	8	233	15	118	118	159	104	197	129
Decrease, .....	288	585	276	521	915	..	54	46	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	

\* In Country Districts only.

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1890.

Part One.—The Second Term closed 31st December, 1889.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III								
Grammar School Teachers.														
Albert, .....	1	5	6	6	3	34	13	18	50	68	68	..	..	68
Carleton, .....	1	7	13	2	13	68	35	23	116	139	139	..	2	141
Charlotte, .....	1	12	12	5	14	64	26	30	104	134	134	..	2	136
Gloucester, .....	1	2	3	21	..	15	41	27	56	83	70	13	6	89
Kent, .....	1	5	5	14	2	29	44	25	75	100	93	7	1	101
Kings, .....	1	12	21	8	13	75	20	42	108	150	150	..	4	154
Madawaska, .....	..	1	1	5	..	..	27	7	27	34	15	19	..	34
Northumberland, .....	1	3	8	4	7	73	29	16	109	125	122	3	4	129
Queens, .....	1	5	26	12	3	28	13	44	44	88	88	..	1	90
Restigouche, .....	1	2	..	..	5	20	8	3	33	36	36	..	2	38
Saint John, .....	1	27	15	1	63	86	19	44	168	212	212	..	9	221
Sunbury, .....	1	2	4	1	3	21	11	8	35	43	43	..	1	44
Victoria, .....	..	3	6	..	3	20	13	9	36	45	45	..	..	45
Westmorland, .....	1	16	29	24	16	52	36	70	104	174	169	5	6	180
York, .....	1	11	13	5	21	85	45	30	151	181	181	..	1	187
New Brunswick, .....	13	113	162	108	166	670	380	396	1216	1612	1565	47	2	1657
Cor. Term, 1888, .....	14	114	157	108	141	644	404	393	1189	1582	1534	48	2	1609
Increase, .....	..	..	5	..	25	26	..	3	27	30	31	..	..	48
Decrease, .....	1	1	..	..	..	..	24	..	..	..	..	1	..	..

TABLE IV. Part Two.—The First Term closed 30th June, 1890.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III								
Albert,.....	1	6	4	6	2	29	10	17	41	58	58	..	..	58
Carleton,.....	1	8	11	4	12	58	41	24	111	135	135	..	..	136
Charlotte,.....	1	10	15	5	11	63	29	31	103	134	134	..	..	137
Gloucester,.....	1	3	4	20	..	13	43	28	56	84	71	13	1	89
Kent,.....	1	5	4	13	1	27	49	23	77	100	87	13	..	100
Kings,.....	1	12	24	10	11	70	16	47	97	144	144	..	1	150
Madawaska,.....	..	1	1	4	..	..	27	6	27	33	22	11	..	33
Northumberland, ..	1	3	5	4	5	67	32	13	104	117	117	..	..	122
Queens,.....	1	4	27	8	5	30	18	40	53	93	93	..	..	93
Restigouche,.....	1	3	..	..	4	19	7	4	30	34	34	..	1	36
Saint John,.....	1	26	15	3	61	89	18	45	168	213	213	..	..	225
Sunbury,.....	..	3	5	1	3	19	10	9	32	41	41	..	..	42
Victoria,.....	..	3	3	..	1	18	14	6	33	39	38	1	..	39
Westmorland, ..	1	12	30	27	16	51	37	70	104	174	168	6	..	178
York,.....	1	11	15	4	20	81	42	31	143	174	171	3	1	179
New Brunswick,.....	12	110	163	109	152	634	393	394	1179	1573	1526	47	4	1617
Cor. Term, 1889, .....	14	119	159	114	145	638	377	406	1160	1566	1521	45	3	1597
Increase, .....	..	..	4	..	7	..	16	..	19	7	5	2	1	20
Decrease, .....	2	9	..	5	..	4	..	12	..	..	..	..	..	..



TABLE V.—PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1890.  
Part One.—The Second Term closed 31st December, 1889.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																		
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.													
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this term.	No. of Teachers whose period of service is not reported.	No. of Teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.	No. upwards of 5 and not over 7 years employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.
Albert, .....	35	15	17	1	28	..	..	..	..	..	1	5	1	..	..	..	..	..	2
Carleton, .....	78	40	19	2	52	..	..	..	1	..	1	6	..	..	..	5	3	5	5
Charlotte, .....	85	34	13	2	58	2	..	..	2	..	3	6	1	..	2	1	5	3	2
Gloucester, .....	52	19	11	1	33	..	..	..	..	..	..	3	..	..	..	..	..	..	1
Kent, .....	70	19	11	...	45	..	..	..	1	..	..	4	1	..	..	..	..	..	1
Kings, .....	84	48	11	7	54	..	2	..	..	5	1	5	2	..	1	2	3	1	4
Madawaska, .....	9	8	16	1	23	..	..	..	1	..	1	..	..	..	..	..	..	..	..
Northumberland, .....	80	23	13	9	43	..	1	..	1	..	1	1	..	..	1	1	1	1	4
Queens, .....	45	30	12	1	38	..	..	..	..	1	1	4	..	..	2	..	..	..	2
Restigouche, .....	23	7	4	2	17	..	..	..	1	..	1	1	..	..	2	..	..	1	2
Saint John, .....	163	24	4	21	32	..	..	..	2	..	2	24	1	1	1	1	8	10	42
Sunbury, .....	22	11	9	1	20	..	..	1	..	..	..	2	..	..	1	..	1	1	1
Victoria, .....	21	18	6	..	16	..	..	..	..	..	..	2	1	..	..	..	1	1	1
Westmorland, .....	112	39	19	4	56	1	..	..	..	4	2	10	..	..	..	5	3	8	8
York, .....	122	36	18	5	66	..	..	..	1	1	1	9	..	..	2	2	4	4	9
New Brunswick, .....	1001	371	183	57	581	3	..	4	9	12	16	82	7	1	8	7	32	28	83
Cor. Term, 1888, .....	1025	376	138	43	640	2	1	3	9	10	20	83	2	..	9	10	22	20	78
Increase, .....	.....	..	45	14	...	1	1	1	....	2	....	..	5	1	..	10	8	5	5
Decrease, .....	24	5	..	....	59	..	..	....	....	....	4	1	..	..	1	3	..	..	..

TABLE V. Part Two.—The First Term closed 30th June, 1890.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.									
	MALE TEACHERS, 1st CLASS.					FEMALE TEACHERS, 1st CLASS.				
	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.
Albert, .....	28	29	1	1	1	1	5	2	..	1
Carleton, .....	73	60	2	1	..	1	7	6	..	1
Charlotte, .....	89	38	5	2	1	3	5	4	..	1
Gloucester, .....	58	19	6	1	..	..	4	..	..	..
Kent, .....	57	31	11	1	1	..	4	1	..	..
Kings, .....	84	56	..	4	..	3	5	5	..	2
Madawaska, .....	13	10	10	..	..	..	1	..	..	..
Northumberland, .....	90	20	1	6	1	..	2	4	..	..
Queens, .....	54	36	..	3	1	1	4	..	..	..
Restigouche, .....	22	9	1	2	2	1	1	1	..	..
Saint John, .....	166	21	2	24	..	4	21	41	..	2
Sunbury, .....	27	10	1	3	1	..	2	1	1	1
Victoria, .....	20	16	2	1	..	..	3	..	..	..
Westmorland, .....	115	50	3	6	2	1	9	6	..	3
York, .....	110	48	7	9	..	1	10	8	..	1
New Brunswick, .....	1005	453	52	63	12	15	83	3	1	9
Cor. Term, 1889, .....	954	499	39	74	14	18	85	..	1	5
Increase, .....	51	..	13	..	..	..	..	3	..	..
Decrease, .....	..	46	..	11	2	3	2	..	..	..

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND-CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1890.

COUNTIES.	DURING THE TERM CLOSED 31ST DECEMBER, 1889.										DURING THE TERM CLOSED 30TH JUNE, 1890.										
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.
Albert.....	1	1	1	3	10	2	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Carleton.....	3	1	2	2	20	18	11	7	1	5	1	3	1	1	1	1	1	1	1	1	1
Charlotte.....	2	1	1	5	22	10	14	3	1	3	1	4	1	3	1	1	1	1	1	1	1
Gloucester.....	1	1	1	1	9	6	8	3	1	1	1	1	1	1	1	1	1	1	1	1	1
Kent.....	2	1	2	8	22	17	12	6	1	2	2	11	5	6	1	1	1	1	1	1	1
Kings.....	1	1	1	1	14	18	17	8	1	1	1	1	1	1	1	1	1	1	1	1	1
Madawaska.....	1	1	1	1	7	6	4	3	1	1	1	1	1	1	1	1	1	1	1	1	1
Northumberl'd.....	5	1	1	8	4	7	3	3	1	5	1	7	4	10	1	1	1	1	1	1	1
Queens.....	1	1	1	1	14	22	12	7	1	1	1	1	1	1	1	1	1	1	1	1	1
Restigouche.....	1	1	1	1	3	2	6	3	1	1	1	1	1	1	1	1	1	1	1	1	1
St. John.....	1	1	1	1	22	12	28	3	1	1	1	1	1	1	1	1	1	1	1	1	1
Sunbury.....	1	1	1	1	7	5	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria.....	4	1	4	4	10	13	14	1	2	4	2	9	1	12	2	2	7	13	10	14	16
Westmorland.....	1	1	1	2	23	20	17	4	1	1	1	5	1	7	2	2	13	19	19	19	19
York.....	18	1	7	15	35	18	68	63	2	63	86	176	139	141	1	3	20	9	44	20	66
New Brunswick	6	1	17	25	24	17	67	54	8	76	93	182	94	137	1	1	6	28	36	22	65
Cor. year, 88-'89	12	10	10	11	11	1	1	9	6	13	7	6	45	4	2	2	14	19	8	2	1
Increase.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1890.

COUNTIES.	THE SECOND TERM CLOSED 31ST DECEMBER, 1889.										THE FIRST TERM CLOSED 30TH JUNE, 1890.						
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 98 days.	Total in session less than 98 days.	No. in session the full term of 98 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 124 days.	No. in session the full term of 124 days.**	Average days schools in session during the Term.	Aggregate number of days schools open during the Term.		
Albert, .....	68	4	27	31	37	93.4	6,350	57	5	1	6	28	23	113.9	6,491		
Carleton, .....	137	20	44	64	73	90.25	12,364	134	16	6	22	67	45	111.1	14,887		
Charlotte, .....	133	50	49	99	34	83.45	11,099½	131	13	11	24	63	44	111.6	14,621½		
Gloucester, .....	83	10	22	32	51	91.3	7,578	83	1	4	5	49	29	116.7	9,801		
Kent, .....	100	4	18	22	78	96.27	9,627	99	11	2	13	40	45	114.18	11,304		
Kings, .....	144	13	53	66	78	92.63	13,339½	141	11	3	14	69	58	115.2	16,243		
Madawaska, .....	33	1	5	6	27	96.85	3,196	33	5	1	6	17	10	111.21	3,670		
Northumberland, .....	116	6	59	65	51	88.04	10,213½	111	5	2	7	75	29	117.68	13,063		
Queens, .....	87	18	25	43	44	87.	7,507	90	13	5	18	37	35	110.46	9,941½		
Restigouche, .....	33	2	14	16	17	91.76	3,028	32	2	2	4	20	8	112.6	3,604		
Saint John, .....	196	12	32	44	152	93.5	18,318½	199	12	2	14	122	63	116.02	23,089		
Sunbury, .....	42	9	11	20	22	87.83	3,689	38	2	3	5	17	16	117.16	4,452		
Victoria, .....	45	9	16	25	20	84.3	3,793	38	7	2	9	17	12	105.35	4,003½		
Westmorland, .....	171	14	75	89	82	93.27	15,949½	168	7	6	13	79	76	117.9	19,808		
York, .....	177	18	61	79	98	92.5	16,375	163	33	2	35	58	70	106.36	17,336		
New Brunswick, .....	1565	190	511	701	864	91.05	142,487½	1517	143	52	195	758	564	113.59	172,314½		
Cor. Term, 1888-9, .....	1548	167	610	777	771	91.7	142,038	1505	170	62	232	625	648	111.5	167,901½		
Increase, .....	17	23	99	76	93	.....	449½	12	.....	.....	.....	133	.....	2.09	4,413		
Decrease, .....	.....	.....	.....	.....	.....	.65	.....	.....	.....	10	37	.....	84	.....	.....		

\* In the Second Term there were 89 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is raised to the basis of 98 days.

\*\* In the First Term there were 121 teaching days in St. John and 122 days in other cities and incorporated towns, and 124 days in other districts. The former is raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1890.

COUNTIES.	THE SECOND TERM CLOSED 31st DECEMBER, 1889.											THE FIRST TERM CLOSED 30th JUNE, 1890.										
	VISITS.					EXAMINATIONS.			PRIZES.			VISITS.					EXAMINATIONS.			PRIZES.		
	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.		No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.	
Albert, .....	202	17	2	26	41	583	64	4	13	\$ 5 07		178	49	...	20	36	594	47	10	6	\$ 3 75	
Carlisle, .....	378	66	4	33	72	920	119	18	23	14 80		376	97	3	62	97	1198	117	17	29	22 10	
Charlotte, .....	375	51	...	62	125	1317	113	20	10	5 90		433	109	9	65	140	1425	114	17	24	9 88	
Gloucester, .....	362	64	2	40	52	972	79	4	19	5 81		421	69	1	41	79	1168	78	5	11	6 80	
Kent, .....	428	90	14	51	69	862	92	8	24	11 96		423	63	10	55	100	1083	89	10	36	17 20	
Kings, .....	380	49	...	21	92	1412	128	16	22	13 10		430	104	...	27	97	1373	122	19	34	24 71	
Madawaska, .....	131	29	1	29	41	351	31	2	5	7 75		172	35	1	22	33	333	30	3	10	6 50	
Northumberland, .....	319	67	...	112	73	1130	106	10	44	17 55		371	65	7	141	115	1161	105	6	33	15 45	
Queens, .....	233	11	...	21	67	705	67	20	6	2 05		246	48	2	19	58	1016	68	22	10	6 55	
Restigouche, .....	132	28	2	21	18	260	29	4	2	70		144	25	...	12	12	216	31	1	6	1 22	
Saint John, .....	1353	103	5	206	263	1900	194	2	47	26 85		1944	114	12	234	243	2808	198	1	428	267 20	
Sanbury, .....	115	6	...	17	20	394	32	10	5	1 45		94	15	...	10	7	342	30	8	1	1 00	
Victoria, .....	118	27	1	23	11	253	34	11	15	7 60		128	14	1	25	11	304	35	3	5	4 25	
Westmorland, .....	711	97	5	70	129	1578	148	23	8	7 90		602	140	6	64	196	1688	156	12	49	38 45	
York, .....	345	103	12	52	87	1314	155	22	38	22 55		319	70	3	52	70	1111	133	30	16	11 95	
New Brunswick, .....	5592	808	48	784	1160	13961	1391	174	281	\$145 04		6341	1015	55	849	1294	15900	1353	164	698	\$426 91	
Cor. Term, '88-'89, .....	4794	834	42	734	1226	12455	1278	270	237	120 29		5307	1092	53	802	1367	17635	1321	184	774	550 89	
Increase, .....	798	...	6	50	...	1506	113	...	44	\$24 75		1034	...	2	47	...	...	32	...	...	...	...
Decrease, .....	...	26	...	...	66	...	...	96	...	...		...	77	...	...	73	1835	...	20	76	\$113 98	

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1890.  
FROM THE RATES PAID IN THE TERM ENDED 30TH JUNE, 1890.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert, .....	\$ 419.28	\$ 336.25	\$ 231.00	\$ 250.00	\$ 210.58	\$ 181.70
Carleton, .....	454.88	293.45	246.00	293.33	220.54	193.50
Charlotte, .....	558.19	327.26	272.00	318.72	251.21	204.72
Gloucester, .....	522.50	335.50	245.80	.....	203.69	192.90
Kent, .....	435.00	269.25	211.68	200.00	212.92	188.25
Kings, .....	408.08	272.79	214.00	267.72	217.27	170.31
Madawaska, .....	385.00	258.00	203.50	.....	.....	180.88
Northumberland, .....	483.75	356.00	212.25	306.00	231.64	227.13
Queens, .....	341.00	253.65	210.37	286.00	200.73	171.58
Restigouche, .....	491.25	.....	.....	306.25	224.94	195.14
Saint John, .....	751.48	514.53	238.33	383.45	268.28	218.58
Sunbury, .....	401.66	266.00	201.00	295.00	207.77	170.88
Victoria, .....	375.00	242.66	.....	230.00	214.00	185.30
Westmorland, .....	447.53	314.36	241.59	323.12	232.00	201.55
York, .....	554.09	312.28	228.50	343.88	223.23	182.21
New Brunswick, .....	\$ 520.06	\$ 312.15	\$ 231.15	\$ 338.15	\$ 229.73	\$ 192.84
Cor. Term, ended June, 1889, .....	518.98	304.69	225.35	323.21	228.12	187.14
Increase, .....	\$ 1.08	\$ 7.46	\$ 5.80	\$ 14.94	\$ 1.61	\$ 5.70
Decrease, .....	.....	.....	.....	.....	.....	.....

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31ST, 1890.

COUNTIES.	FOR SECOND TERM ENDED DECEMBER 31ST, 1889.					FOR FIRST TERM ENDED JUNE 30TH, 1890.					FOR THE YEAR.	
	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in poor Districts [in-cluded in amt. in Column I.]	TOTAL.	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in poor Districts [in-cluded in amt. in Column I.]	TOTAL.	Total spec'l aid to those teaching in poor dis-tricts.	TOTAL.
Albert,.....	\$2,700 84	\$371 17	\$175 00	\$232 43	\$3,247 01	\$2,219 50	\$370 97	\$166 53	\$171 99	\$2,757 00	\$404 42	\$ 6,004 01
Carleton,.....	5,253 57	437 42	175 00	259 54	5,925 99	4,833 35	497 47	175 00	117 50	5,505 82	377 04	11,431 81
Charlotte,....	4,793 73	590 43	163 20	217 32	5,547 36	5,028 51	622 97	164 96	238 38	5,816 44	455 70	11,303 80
Gloucester,...	3,118 69	375 00	175 00	341 14	3,668 69	2,958 85	368 94	175 00	352 44	3,502 79	693 58	7,171 48
Kent,.....	3,816 78	492 34	171 43	242 17	4,480 55	3,400 56	423 37	175 00	187 11	3,998 93	423 28	8,479 48
Kings,.....	6,037 96	613 52	175 00	345 25	6,826 48	5,824 60	595 25	175 00	274 71	6,594 85	619 96	13,421 33
Madawaska,....	1,190 74	125 00	.....	44 60	1,315 74	1,002 07	125 00	.....	64 40	1,127 07	109 00	2,442 81
Northumberl'd	4,596 07	125 00	173 03	199 47	4,894 10	4,357 70	122 98	169 98	189 86	4,650 66	389 33	9,544 76
Queens,.....	3,514 76	292 73	135 46	254 69	3,942 95	3,603 37	372 98	143 79	242 25	4,125 14	496 84	8,068 09
Restigouche,...	1,181 56	248 60	175 00	35 93	1,605 16	1,139 47	239 69	172 18	49 02	1,551 34	84 95	3,156 50
St. John,.....	8,913 21	237 24	175 00	184 79	9,325 45	8,873 75	250 00	175 00	192 84	9,298 75	377 63	18,624 20
Sunbury,.....	1,596 34	248 72	142 34	191 27	1,987 40	1,559 85	347 76	.....	189 62	1,907 61	380 89	3,895 01
Victoria,.....	1,743 59	235 33	.....	250 75	1,978 92	1,344 44	250 00	.....	156 01	1,594 44	406 76	3,573 36
Westmorland,...	7,021 74	739 67	175 00	255 46	7,936 41	6,875 82	748 98	175 00	232 28	7,799 80	487 74	15,736 21
York,.....	7,206 81	618 62	.....	412 13	7,825 43	6,053 72	617 93	.....	255 94	6,671 65	668 07	14,497 08
N. Brunswick, Year ending '89	\$62,686 39	\$5,810 79	\$2,010 46	\$3,466 84	70,507 64	\$59,075 56	\$5,954 29	\$1,872 44	\$2,914 35	\$66,902 29	\$6,381 19	\$137,409 93
	61,760 66	5,388 94	2,203 63	3,598 08	\$69,353 23	57,988 17	5,714 81	2,082 72	2,722 61	65,785 70	6,320 69	135,138 93
Increase, ...	\$925 73	\$421 85	\$193 17	.....	\$1,154 41	\$1,087 39	\$239 48	.....	\$191 74	\$1,116 59	\$60 50	\$2,271 00
Decrease, ...	.....	.....	.....	\$131 24	.....	.....	.....	\$210 28	.....	.....	.....	.....

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1890.

## Part One.—SECOND TERM ENDED DECEMBER 31ST, 1890.

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils; recorded for County 98 days.)	(1) In respect of the services of qualified Teachers exclusive of Assistant, for the time the Schools were in Session.	Special to Poor Districts (em-braced in column 1.)	(2) In respect of the average number of Pupils in attendance as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2.)	Total to the Trustees. This Term.		Rate per Pupil in attendance since the full Term per column 2.	
						(3) Whole amount apportioned this Term.	Total special to Poor Districts, (included in column 2.)	In Ordinary Districts.	In Poor Districts.
Albert, .....	122,583	\$ 1,047 38	\$ 90 41	\$ 801 97	\$ 55 21	\$ 1,849 35	\$ 145 62	\$0 64 +	\$0 85 +
Carleton, .....	236,837½	1,988 00	111 66	1,516 75	56 38	3,504 75	168 04	0 63 -	0 83 +
Charlotte, .....	273,354	1,812 96	101 31	2,100 09	49 02	3,913 05	150 33	0 78 +	1 04 +
Gloucester, .....	212,319	1,308 79	147 54	1,933 31	183 98	3,242 10	331 52	0 89 +	1 19 -
Kent, .....	220,475½	1,612 88	124 74	1,779 82	92 33	3,392 70	217 07	0 79 +	1 05 +
Kings, .....	233,626½	2,184 66	143 32	1,657 89	71 66	3,842 55	214 98	0 69 +	0 93 -
Madawaska, .....	74,262	518 75	14 85	782 65	21 95	1,301 40	36 80	1 03 +	1 38 -
Northumberland, .....	265,804	1,722 33	97 67	2,044 02	58 26	3,766 35	155 93	0 75 +	1 00 +
Queens, .....	120,616	1,273 62	100 48	828 93	50 27	2,102 55	150 75	0 67 +	0 90 -
Restigouche, .....	80,024½	488 81	19 80	569 89	15 76	1,058 70	35 56	0 70 -	0 93 -
Saint John, .....	610,492	2,889 97	71 12	5,054 93	42 03	7,944 90	113 15	0 81 +	1 08 +
Sunbury, .....	58,508	653 02	88 42	344 63	34 21	987 65	122 63	0 58 -	0 77 -
Victoria, .....	73,074½	708 48	99 73	343 02	35 84	1,051 50	135 57	0 46	0 61 +
Westmorland, .....	419,121	2,546 65	103 72	3,111 20	93 03	5,657 85	196 75	0 98 -	1 30 +
York, .....	272,849	2,316 94	182 68	1,309 91	69 95	3,626 85	252 63	0 47	0 62 +
New Brunswick, .....	3,273,946½	\$23,073 24	\$1,497 45	\$24,179 01	\$929 88	\$47,252 25	\$2,427 33	\$0 72 +	\$0 96 +



TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1890.

## Part Two.—FIRST TERM ENDED JUNE, 1890.

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils; rec'd for County Fund Apportionment (Term 124 days)	(1) In respect of the services of qualified Teachers exclusive of Assistant, for the time the Schools were in Session.	Special to Poor Districts (em- braced in column 1.	(2) In respect of the average num- ber of Pupils in attendance, as compared with the whole av- erage number of Pupils attend- ing the Schools in the County and the time in operation.	Special to Poor Districts (in- cluded in column 2.)	Total to the Trustees. This Term.		Rate per Pupil in attend- ance the full Term per column 2.	
						Whole amount apportioned this Term. (3)	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert,.....	127,879	\$ 840 81	\$ 70 13	\$ 1,008 54	\$ 59 31	\$ 1,849 35	\$ 129 44	\$0 98 -	\$1 30 +
Carleton,.....	287,958½	1,866 43	60 96	1,638 32	31 59	3,504 75	92 55	0 70 +	0 94
Charlotte,.....	338,527½	1,874 37	113 77	2,038 68	53 05	3,913 05	166 82	0 74 +	0 99 +
Gloucester,.....	251,048½	1,344 33	158 71	1,897 77	185 00	3,242 10	343 71	0 93 +	1 25 -
Kent,.....	226,296	1,464 35	96 79	1,928 35	85 82	3,392 70	182 61	1 06 -	1 41 -
Kings,.....	279,507	2,077 70	126 19	1,764 85	68 86	3,842 55	195 05	0 78 +	1 04 +
Madawaska,.....	89,421½	478 51	29 23	822 89	44 37	1,301 40	73 60	1 14 +	1 52 +
Northumberland.....	312,382½	1,732 38	101 33	2,033 97	58 51	3,766 35	159 84	0 81 -	1 07 +
Queens,.....	153,197	1,304 19	101 57	798 36	43 96	2,102 55	145 53	0 64 +	0 86 +
Restigouche,.....	90,969	461 81	24 76	596 89	17 38	1,058 70	42 14	0 81 +	1 08 +
Saint John,.....	678,937½	2,868 77	88 96	5,076 13	53 57	7,944 90	142 53	0 93 -	1 23 +
Sunbury,.....	65,136½	615 83	84 29	381 82	34 60	997 65	118 89	0 73 -	0 97 -
Victoria,.....	69,361	525 22	54 26	526 28	40 20	1,051 50	94 46	0 94 -	1 25
Westmorland,.....	506,534½	2,492 94	104 30	3,164 91	81 26	5,657 85	185 56	0 77 +	1 03 +
York,.....	287,892	1,828 94	113 71	1,797 91	70 99	3,626 85	184 70	0 77 +	1 03 +
New Brunswick,.....	3,765,048	\$21,776 58	\$1,328 96	\$25,475 67	\$928 47	\$47,252 25	\$2,287 43	\$0 84 -	\$1 12 -

TABLE XI.—SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1890.  
Part One.—TERM ENDED DECEMBER, 1889.  
*Embodied in Table IX and Foregoing Tables.*

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2,	Elgin,	Albert,	Henry T. Colpitta,	\$125 00	
Hillsboro, No. 2,	Hillsboro,	"	Reverdy Steeves,	125 00	
Hopewell, No. 2,	Hopewell,	"	Ralph Colpitta,	121 17	\$371 17
Hardland, No. 3,	Brighton,	Carleton,	Amasa Plummer,	125 00	
Bristol, No. 1,	Kent & Peel,	"	Mary Truswell,	125 00	
Florenceville, No. 4,	Simonds & Wicklow,	"	C. T. Hendry,	125 00	
Jacksonville, No. 7,	Wakefield,	"	{ Chas. W. Nevers,	99 46	
			{ A. K. Neales,	22 96	497 42
Campobello, No. 1,	Campobello,	Charlotte,	Robt. Limond,	123 72	
North Head, No. 1,	Grand Manan,	"	A. H. Sherwood,	125 00	
St. George, No. 1,	St. George,	"	Geo. M. Johnston,	125 00	
Moore's Mills, No. 1½,	St. James & St. David,	"	J. Walker Moore,	93 11	
Town of St. Stephen,	St. Stephen,	"	P. G. McFarlane,	123 60	590 43
Bathurst Village, No. 16,	Bathurst,	Gloucester,	Jas. McIntosh,	125 00	
Petit Rocher, No. 4,	Beresford,	"	Jer. Boudreau,	125 00	
Tracadie, No. 3,	Saumarez,	"	B. D. Branscombe,	125 00	375 00
Weldford Station, No. 5,	Harcourt,	Kent,	Jas. N. Wathen,	123 72	
Kingston, No. 2,	Richibucto,	"	Geo. A. Coates,	125 00	
Bass River, No. 9,	Weldford,	"	Henry Johnston,	118 62	
Buctouche, No. 1,	Wellington,	"	T. E. Colman,	125 00	492 34
Hampton Station, No. 2,	Hampton,	Kings,	{ F. E. Whelpley,	99 49	
			{ John E. Dean,	16 58	
Havelock Corner, No. 8,	Havelock,	"	Frank A. Good,	125 00	
Clifton, No. 5,	Kingston,	"	Louise Wetmore,	122 45	
<i>Forward,</i>					\$2326 36

TABLE XI.—PART ONE—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Springfield Corner, No. 2,	Springfield,	Kings	<i>Brought forward</i>	.....	\$2326 36
Apohaqui, No. 25,	Studholm & Sussex,	"	W. S. W. Raymond,	\$125 00	
Edmundston, No. 1,	Madawaska,	Madawaska,	Hedley C. Taylor,	125 00	613 52
Derby, No. 1,	Derby,	Northumberland,	E. M. Brundage,	125 00	125 00
McDonald's Corner, No. 10,	Cambridge,	Queens,	J. J. Clarke,	125 00	125 00
Gaspereaux, No. 5,	Chipman,	"	J. W. Flower,	125 00	
McDonald's Point, No. 3,	Wickham,	"	G. W. Fleming,	43 37	
Campbellton, No. 1A,	Addington,	Restigouche,	L. I. Flower,	124 36	292 73
River Charlo, No. 2,	Colborne,	"	Alex. Robinson,	123 60	
Milford, No. 13,	Lancaster,	St. John,	John McMillan,	125 00	248 60
St. Martins, No. 2,	St. Martins,	"	Hedley V. Hayes,	125 00	
Federicton Junction, No. 1,	Gladstone,	"	A. E. Pearson,	112 24	237 24
Central Manguerville, No. 2,	Manguerville,	Sunbury,	S. D. Alexander,	125 00	
Andover, No. 3,	Andover,	"	Wm. Thurott,	123 72	248 72
Grand Falls, No. 7,	Grand Falls,	Victoria,	John Lawson,	112 88	
Dorchester, No. 2,	Dorchester,	"	D. W. Ross,	122 45	235 33
Town of Moncton, No. 5,	Moncton,	Westmorland,	Geo. J. Oulton,	122 45	
Sackville, No. 11,	Sackville,	"	S. C. Wilbur,	123 60	
Petitcodiac, No. 1,	Salisbury,	"	Geo. W. Somerville,	125 00	
Salisbury, No. 24,	Salisbury, Moncton and Coverdale,	"	Thos. H. Currie,	118 62	
Port Elgin, No. 1,	Westmorland,	"	F. S. Chapman,	125 00	
Keswick Ridge, No. 1,	Bright,	York,	W. Woodbury Wells,	125 00	739 67
Canterbury, No. 4,	Canterbury & Woodstock,	"	W. A. E. Dykeman,	125 00	
Harvey Station, No. 2,	Manners-Sutton,	"	Peter Girdwood,	125 00	
Forest City, No. 14,	North Lake,	"	Alex. Heron,	125 00	
Marysville, No. 3,	St. Mary's,	"	John R. C. Byron,	118 62	618 62
			W. T. Day,	125 00	
					\$5810 79

TABLE XI. Part Two. TERM ENDED JUNE 30TH, 1890.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2, .....	Elgin, .....	Albert, .....	H. T. Colpitta, .....	\$120 97	
Hillsboro, No. 2, .....	Hillsboro, .....	" .....	William M. Burns, .....	125 00	\$370 97
Hopewell, No. 2, .....	Hopewell, .....	" .....	Ralph Colpitta, .....	125 00	
Hartland, No. 3, .....	Brighton, .....	Carleton, .....	Anassa Plummer, .....	125 00	
Bristol, No. 1, .....	Kent and Peel, .....	" .....	Georgia A. Wheeler, .....	122 47	
Florenceville, No. 4, .....	Simonds and Wicklow, .....	" .....	C. T. Hendry, .....	125 00	
Jacksonville, No. 7, .....	Wakefield, .....	" .....	John Farley, .....	125 00	497 47
Campobello, No. 1, .....	Campobello, .....	Charlotte, .....	Robert Linond, .....	124 49	
North Head, No. 1, .....	Grand Manan, .....	" .....	A. H. Sherwood, .....	125 00	
St. George, No. 1, .....	St. George, .....	" .....	George M. Johnstone, .....	123 48	
Moore's Mills, No. 1½, .....	St. James and St. David, .....	" .....	J. Walker Moore, .....	125 00	
Town of St. Stephen, .....	St. Stephen, .....	" .....	P. G. McFarlane, .....	125 00	622 97
Bathurst Village, No. 16, .....	Bathurst, .....	Gloucester, .....	James McIntosh, .....	125 00	
Petit Rocher, No. 4, .....	Beresford, .....	" .....	Jer. Boudreau, .....	125 00	
Tracadie, No. 3, .....	Saumarez, .....	" .....	B. D. Branscombe, .....	118 94	368 94
Welford Station, No. 5, .....	Harcourt, .....	Kent, .....	James N. Wathen, .....	117 93	
Kingston, No. 2, .....	Richibucto, .....	" .....	George A. Coates, .....	125 00	
Bass River, No. 9, .....	Weldford, .....	" .....	Henry Johnson, .....	55 44	
Buctouche, No. 1, .....	Wellington, .....	" .....	T. E. Colman, .....	125 00	423 37
Hampton Station, No. 2, .....	Hampton, .....	Kings, .....	{ G. W. Flensing, .....	60 49	
Havelock Corner, No. 8, .....	Havelock, .....	" .....	{ F. E. Whelpley, .....	64 51	
Clifton, No. 5, .....	Kingston, .....	" .....	A. E. Pearson, .....	107 86	
Springfield Corner, No. 2, .....	Springfield, .....	" .....	Louise Wetmore, .....	119 45	
Apoahqui, No. 25, .....	Studholm and Sussex, .....	" .....	W. S. W. Raymond, .....	125 00	
Edmundston, No. 1, .....	Madawaska, .....	" .....	{ Sherman W. Burgess, .....	77 62	595 25
			{ Anassa Ryder, .....	40 32	125 00
			E. M. Brundage, .....	125 00	
Forward, .....					\$3003 97

TABLE XI.—PART TWO.—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Derby, No. 1,.....	Derby,.....	Northumberland,	<i>Brought forward</i> J. J. Clarke,.....	.....	\$3003 97
McDonald's Corner, No. 10, .....	Cambridge,.....	Queens,.....	J. W. Flower,.....	\$122 98	122 98
Gaspereaux, No. 5,.....	Chipman,.....	"	{ Margaret S. Cox,.....	125 00	
McDonald's Point, No. 3, .....	Wickham,.....	"	{ Fannie F. McLean,.....	107 86	
Campbellton, No. 1 A,.....	Addington,.....	"	{ L. I. Flower,.....	15 12	
River Charlo,.....	Colborne,.....	Restigouche,.....	C. P. Steeves,.....	125 00	372 98
Milford, No. 13,.....	Lancaster,.....	"	John McMillan,.....	114 69	
St. Martins, No. 2,.....	St. Martins,.....	St. John,.....	H. V. Hayes,.....	125 00	239 69
Fredericton Junction, No. 1, .....	Gladstone,.....	"	James A. McIntyre,.....	125 00	
Maugerville, No. 2,.....	Maugerville,.....	Sunbury,.....	S. D. Alexander,.....	125 00	250 00
Sheffield, No. 2,.....	Sheffield and Maugerville,.....	"	{ William Thurrot,.....	108 86	
Andover, No. 3,.....	Andover,.....	"	{ Henrietta L. Barker,.....	15 12	
Grand Falls, No. 7,.....	Grand Falls,.....	Victoria,.....	Chas. W. Nevers,.....	98 78	347 76
Dorchester, No. 2,.....	Dorchester,.....	Westmorland,.....	John Lawson,.....	125 00	
Town of Moncton, No. 5,.....	Moncton,.....	"	D. W. Ross,.....	125 00	250 00
Sackville, No. 11,.....	Sackville,.....	"	George J. Oulton,.....	125 00	
Petitcodiac, No. 1,.....	Salisbury,.....	"	S. C. Wilbur,.....	125 00	
Salisbury, No. 24,.....	Salisbury, Moncton, and Coverdale,.....	"	George W. Somerville,.....	125 00	
Port Elgin, No. 1,.....	Westmorland,.....	"	Thomas H. Currie,.....	123 98	
Keawick Ridge, No. 1,.....	Bright,.....	York,.....	F. S. Chapman,.....	125 00	
Canterbury, No. 4,.....	Canterbury and Woodstock,.....	"	W. Woodbury Wells,.....	125 00	748 98
Harvey Station, No. 2,.....	Manners-Sutton,.....	"	D. A. McIntosh,.....	125 00	
Forest City, No. 14,.....	North Lake,.....	"	Peter Girdwood,.....	120 96	
Marysville, No. 3,.....	St. Mary's,.....	"	John R. C. Byron,.....	125 00	
		"	Alexander Heron,.....	121 97	
		"	W. T. Day,.....	125 00	617 93
					\$5954 29

TABLE XII. GRAMMAR SCHOOLS: THE YEAR ENDED JUNE 30TH, 1890.

(INCLUDED IN PREVIOUS TABLE.)

Part One.—THE TERM (CLOSED DECEMBER 31ST, 1889.

LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.			OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.							
					No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	PUPILS.	PROVINCIAL GRANT, &c. — SALARY OF THE PRINCIPAL.	MODERN COURSE.	CLASSICAL COURSE.				
					No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days	Provincial aid.	Salary from the Trustees per Term.	Total Salary for Term.	IX	X	XI	XII	
Albert.	Alma.	Thos. E. Colpitta, A. B.,	12	12	83	81	20	98	\$ 175 00	\$ 175 00	\$ 350 00	1	10	10	8
Carlton.	Woodstock.	R. P. Steeves, A. B.,	12	6	614	28	23	89	175 00	375 00	450 00	7	10	8	7
Charlotte.	St. Andrews.	Wm. Brodie, A. B.,	6	3	274	28	21	83	163 20	300 00	383 20	8	4	4	3
Gloucester.	Bathurst.	F. M. Cowperthwaite, A. B.,	3	3	166	52	33	96	175 00	325 00	400 00	4	4	4	3
Kent.	Richibucto.	J. S. Harrison, A. B.,	4	4	216	44	26	96	171 43	175 00	346 43	8	11	1	1
Kings.	Sussex.	S. A. McLeod, A. B.,	5	4	237	51	31	98	175 00	325 00	400 00	..	8	3	3
Northumberland.	Chatham.	G. H. Harrison, A. B.,	6	4	280	56	42	88	173 03	300 00	373 03	..	5	2	2
Queens.	Gagetown.	J. R. Dunn, A. B.,	2	2	65	24	17	84	185 46	150 00	285 46	..	5	2	2
Restigouche.	Dalhousie.	C. H. Cowperthwaite, A. B.,	3	3	152	31	22	96	175 00	325 00	400 00	10	14	2	4
Saint John.	St. John.	W. M. McLean, A. M.,	3	3	112	112	84	89	175 00	517 50	692 50	4	5	3	4
Sunbury.	Sheffield.	W. T. Raymond, A. B.,	2	2	32	21	14	93	142 34	150 00	292 34	4	5	3	4
Westmorland.	Shediac.	J. G. A. Belyea, A. B.,	5	6	268	20	14	98	175 00	300 00	375 00	13	15	24	25
York.	Fredericton.	B. C. Foster, A. B.,	4	3	130	120	88	89	175 00	200 00	375 00	13	15	24	25
New Brunswick.			59	53	2567	686	439	89	82,010 46	\$2,917 50	\$4,727 96	46	17	145	90
Cor. Term, 1888.			62	56	2642	687	476	.....	2,203 63	3,042 50	5,046 13	113	69	129	51
Increase.			3	2	76	61	37	.....	\$198 17	\$125 00	\$318 17	20	34	4	9
Decrease.								.....				2	2	..	..

† Paid by the University of New Brunswick. In addition, the Principal received \$67.50, under the provisions of Sec. 104, (13).

TABLE XII. Part Two. GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1890.

(INCLUDED IN PREVIOUS TABLE.)

LOCALITY.		COUNTIES.		PARISHES.		NAMES OF PRINCIPALS.		Total number of Departments under Principal's supervision.			OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.						
								No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	PUPILS.	PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.	MODERN COURSE.	CLASSICAL COURSE.			
								No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary per	Standard.		Standard.	
														IX	X	XI	XII
Albert,	Alma,	T. E. Colpitta, A. B.,	13	88	83	92	118	\$168 53	\$175 00	\$341 53	2	1	..	1	7	10	..
Carlton,	Woodstock,	R. P. Steeves, A. B.,	12	685	95	90	122	175 00	325 00	500 00	1	1	..	8	7	1	..
Charlotte,	St. Andrews,	Wm. Budge, A. B.,	6	227	35	34	115	164 98	300 00	364 98	8	7	..	13	8	7	1
Gloucester,	St. Anns,	C. H. Cowperthwaite, A. B.,	4	107	51	48	124	175 00	325 00	400 00	..	..	..	..	..	..	..
Kent,	Richibucto,	J. S. Harrison, A. B.,	4	211	33	35	124	175 00	325 00	350 00	3	4	..	..	6	2	..
King,	Stuxes,	S. H. McLeod, A. B.,	4	254	52	54	124	175 00	325 00	400 00	..	..	..	..	8	1	..
Northumberland,	Chatham,	C. H. Harrison, A. B.,	5	240	53	59	1184	169 98	300 00	369 98	..	..	..	7	2	..	..
Queens,	Gagetown,	J. R. Dunn, A. B.,	2	169	27	18	123	148 79	150 00	298 79	..	..	..	1	2	..	..
Westmorland,	Dalhousie,	Alex. Ross, A. B.,	3	109	21	23	122	172 18	200 00	372 18	5	5	..	..	..	..	..
Saint John,	Saint John,	Wm. McLean, A. B.,	3	97	97	64	121	175 00	325 00	500 00	3	11	2	39	20	17	5
Westmorland,	Shediac,	J. G. A. Belyea, A. B.,	5	286	80	10	124	175 00	325 00	500 00	..	..	..	..	5	6	1
York,	Fredericton,	B. C. Foster, A. B.,	4	84	84	74	1214	175 00	325 00	500 00	10	12	9	25	20	17	..
New Brunswick,			55	2570	577	392	..	\$1872 44	\$2792 50	\$4404 94	32	35	11	119	74	44	5
Cor. Term, 1889,			62	2699	700	485	..	2682 72	3092 50	4975 22	60	32	14	96	69	116	3
Increase,			7	129	123	93	..	\$210 28	\$300 00	\$510 28	34	3	3	23	5	72	2
Decrease,			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

† Paid by the University of New Brunswick. In addition, the Principal received \$67.23 under the provisions of section 104 (13).

TABLE XIII. PROVINCIAL NORMAL SCHOOL: FOR SESSION ENDED JUNE, 1890.

NORMAL DEPARTMENT.		FRENCH DEPARTMENT.		MODEL DEPARTMENT.		SPECIAL PROVINCIAL GRANTS TO DECEMBER 31ST, 1890.					
STUDENTS IN ATTENDANCE.						PUPILS.		ON ACCOUNT OF SALARIES.		AMOUNT.	
	No. admitted.	Left through various causes.	Classified by.	Eligible for examination.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.
First Term ended Dec. 1889	.	...	...	...	...	...	...	...	101	102	203
First Term ended Dec. 1889	31	1	...	30	...	...	7	23	...	...	...
Session ended June 1890	197	20	1	176	37	139	...	...	...	...	...
Second Term ended May '90	13	...	...	13	...	...	5	8	...	...	...
Second Term ended June '90	...	...	...	...	...	...	...	...	98	99	197
New Brunswick,...	241	21	1	219	37	139	12	31	...	...	...
Cor. Session, .....	203	4	1	198	38	135	5	20	...	...	...
Increase, .....	38	17	...	21	...	4	7	11	...	...	...
Decrease, .....	.	...	...	...	1	...	...	...	...	...	...
Total .....											
* These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.											
ON ACCOUNT OF SALARIES.											
AMOUNT.											
Eldon Mullin, A. M.,.....\$1200 00											
H. C. Creed, A. M.,.....1000 00											
Alphée Belliveau,.....950 00											
John Brittain,.....950 00											
M. Alice Clark,.....550 00											
Ed. Cadwallader, A. B.,.....200 00											
John F. Rogers,.....* 100 00											
Miriam McLeod,.....* 165 00											
Annie Harvey,.....* 165 00											
Frances I. Ross,.....* 75 00											
\$5355 00											
100 00											
\$5455 00											



TABLE XIV. PUBLIC SCHOOLS: TEACHERS' EXAMINATIONS: JUNE EXAMINATION AND EXAMINATION FOR ACADIAN TEACHERS, 1890.

TERMS AND STATIONS.	No. of candidates ad- mitted to the writ- ten examination and grounds of admission.					MALE.												FEMALE.												SUMMARY.						Total Licensed.
						GRAMMAR SCHOOL CLASS.												FEMALE.												SUMMARY.						
						Grammar School Class.				I Class.				II Class.				III Class.				I Class.				II Class.				III Class.				Males.		
As classified Student-Teachers of the Provincial Normal School.	As holding License from the Board of Education.	As Graduates in Arts.	As having undergone training at a Normal School not in N. B.	As eligible for Examination.	Total No. admitted.	No. examined for the Class.	No. that obtained this Class.	No. that failed to obtain any class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	Total No. Licensed.		
DECEMBER, 1889.																																				
Acadian Teachers..	31	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	
MAY, 1890.																																				
Acadian Teachers..	17	.....	.....	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	
JUNE, 1890.																																				
Fredericton .....	176	56	1	.....	6 239	4 3	1 25 19 6	.....	25 16	7 2 4	1 3	22 16 5	.....	1 127 85 31 11	32 19 13	3 19 22 8	6 16 90	50 25	208	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
St. John. ....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
New Brunswick..	224	56	1	.....	14 295	4 3	1 25 19 6	.....	25 16	7 2 17 11	6 23 17 5	.....	1 134 87 35 12	67 43 24	3 19 22 18	9 17 92	78 37	249	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Session ending June, 1889.	198	55	.....	12	265	2	1 15 6 9	.....	29 21	5 3 11 9	2 31 21 10	.....	.....	111 79 23 9	66 54 12	.....	6 30 14	6 22 89	77 21	238	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Increase, .....	26	1	1	.....	14 30	2 3	1 10 13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Decrease, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

Of 57 Candidates for advance of Class, 20 succeeded, 26 failed, and 2 withdrew.

**Issue of School Licenses, awarded upon Examination in December, 1889,  
and May and June, 1890.**

The number of applicants for each class will be seen from the preceding table. The following list contains the names of successful candidates only.

**DECEMBER, 1889.**

*Third Class.*—Thomas D. Belliveau, Placide R. Richard, Albert Robichaud, Telesphore Savoie, Camille Surette, Olive Allain, Marguerite A. Barrieau, Domithilde Belliveau, Judith Melina Bernard, Marguerite Marie Bilodeau, Edith Daigle, Gertrude I. Doucet, Elizabeth J. Ferguson, Genevieve Girouard, Emma Goguen, Mary Ann Landry, Annie M. Lynch, Mary Ann Lynch, Annie M. Martin, Marie O. Martin, Claudie Michaud, Marceline J. Richard, Anastasie Soucie.

**MAY, 1890.**

*Third Class.*—Jean Bte. Blanchard, Alfred E. Bourgeois, Augustin Goguen, Patrice J. B. Landry, Prudent Mercure, Marie A. Cormier, Susanne A. Goguin, Marguerite M. Losier, Louise Savoie, Isabella McDonald, Dometilde Melançon.

**JUNE, 1890.**

*Grammar School Class.*—Herman C. Henderson, A. B., Aaron Lawson, A. B., Henry Johnson.

*First Class.*—Thos. J. Bazley, William G. Chamberlain, Archie M. Covert, Joseph Harrington, William M. McDonald, Charles H. Perry, Hugh Stanley Young, Chandler C. Alexander, Frank Baird, Heber B. Barton, Omar E. Campbell, A. Eugene Chapman, Rupert D. Hanson, A. B., Milton E. Harrington, Arthur W. Hickson, Ernest W. Lewis, Amos O'Brien, Robert B. Wallace, Frederic P. Yorston, Nellie D. Allen, Lillian Burt, N. Bernice Carnwath, May Blanche Carter, Mabel Flewelling, Annie L. Hanington, Annie Moore, Zebia F. Murray, Mary R. McLean, Stella McNair, Stella F. Payson, Emily J. Thompson, Elspeth A. Charters, Ella J. McKay, Margaret E. MacLeod, Charlotte T. O'Neill, Agnes Quirk.

*Second Class.*—Wendell V. Goodwin, Douglas Lawson, Helen E. Burns, Alexander B. Allen, William C. Allen, Howard J. Avard, Arthur E. Barton, Stephen Colwell, Gordon Havelock Cormier, Ezra N. Drier, George D. Fenwick, Samuel D. Gance, Alexander B. Hubley, James A. Hughes, Wilfred C. Kierstead, Henry L. Parlee, Charles W. Steeves, Jesse Leigh White, A. Judson Burke, Minnie Andrew, Mary Appleby, Melinda F. Archer, Sarah H. Bamford, Ida May Beals, Cassie McI. Bell, Laura M. Brown, May Bell Brown, Edith A. Brownell, Jenny L. Cadwallader, Annabell Carvell, Mary E. Coen, Harriett A. Creswell, Ida M. Crombie, Luella J. Cross, Bridget L. Crowley, Sarah Curran, Edna I. Daggett, Rose E. G. Davies, Mary A. Dewar, Mary Amanda Doyle, Dora L. Dryden, Mary C. Edgar, Isabella H. Falconer, Mabel E. Fanjoy, Mina Bell Farrar, Mabel Folkins, Ausana Galbraith, Mary M. Gosline, Ella Gray, Edna E. Guptill, Daisy H. N. Hanson, Mary E. Harvie, Mary Alice Holt, Effie I. Howe, Jessie L. Howie, Helen Hutchinson, Agnes B. Harrington,

Annie F. Johnston, Susie Johnson, Sarah L. Lutz, Nellie I. Lynn, Mary E. D. Maxwell, Mary E. Milligan, Annie E. Morrison, Isabella G. McCarthy, M. Gertrude McCulloch, Katherine McDonald, Maggie L. McMillan, Minetta B. McNaughton, Mary A. McPherson, Stella J. McVicar, Eliza A. Oulton, Alice Payne, Annie M. Porter, Georgina M. Riecker, Sarah Ritchie, Edith L. Rogers, Alma M. Russell, Mary A. Scullin, Alma J. Sharp, Ada M. Small, Alberta I. Smith, Alice M. Snider, May L. Steeves, Ellen G. Stuart, Maggie L. Tacy, Wilhelmina A. Toole, Lena M. Tower, Jennie B. Upton, Marion Wathen, Eva E. Welling, Hannah M. Wright, Eliza G. Crawley, Lea Marie Dumas, Blanche L. Estey, Adelaide A. Fraser, Ella C. Galloway, Nettie A. Gillis, Edna J. Huestis, Catharine P. Jackson, Margaret S. Nicolson, Catharine Eve Pringle, Alberta V. Reid, Margaret I. Strang, Mary Cormier, Katie O'Neill.

*Third Class.*—David E. Allen, James A. Edmonds, Clarence G. Folkins, Wilford I. MacKenzie, James Tyler Coburn, Mary Archibald, Margaret E. Brownell, Margaret T. Doughney, Edith L. Fletcher, Gertrude Gilmore, Mary J. Hetherington, Emily J. Hunter, Maude E. Mooreside, Annie M. McCain, Edith C. Porter, Mary Simpson, Susie McG. Siprell, Anna L. H. Sleep, Agnes C. Stevenson, Ella May Toft, Agnes Turnbull, Margaret J. Johnson, Mary Etta Tracey, Vesta Eva Kilburn, Mary Ellen Beaty, Kate Josephine Beck, Eliza May Bubar, Carrie Edith Burt, Margaret Gertrude Emerson, Victoria Evans, Lida Maria Foster, Rachel Emma Gamblin, Ella Grace Gilman, Amelia Goodine, Mary Annie Haynes, Renee Jane Kirk, Elizabeth Lennox, Grace Anne Ingraham, Esther Catharine McLaughlin, Eliza Bell Richards, Minnie Florence Rutledge, Elmadora Albion Thorne, Annie Agnes Williamson, Janie Murphy, Katie O'Rielly, Eugenie Bourque, Maggie Corkery.

IN READING ONLY.

*First Class.*—Herbert B. Steeves, William M. Veazey, Lily M. Clark.

*Second Class.*—Hurd J. Steeves, Perry W. West, Clotilda Kennedy, Margaret Payne, Agnes Hamilton, Cecil C. Jones, Susie W. Gray.

IN SPELLING ONLY.

*First Class.*—W. S. Connors, Mary L. F. Bailey, Lily M. Clark, Mary E. Hayes.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.  
DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1890.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Albert, .....	Alma, .....	No. 5 .....	Paid March 4, '90	\$ 20 12	\$ 10 06	\$ 30 18	108
" .....	Harvey, .....	" 3 .....	" Jan. 24, '90	40 00	20 00	60 00	86
Carleton, .....	Northampton, .....	" 3 .....	" Nov. 7, '90	12 33	6 17	18 50	26
" .....	Woodstock, .....	Town, .....	" Dec. 10, '90	40 00	20 00	60 00	45
" .....	" .....	No. 6 .....	" March 31, '90	38 00	19 00	57 00	76
Kent, .....	Wellington, .....	" 7 .....	" Jan. 24, '90	43 70	20 00	63 70	98
Westmorland, .....	Moncton, .....	Town, .....	" August 5, '90	40 00	20 00	60 00	?
" .....	Salisbury, .....	No. 2 .....	" Jan. 4, '90	30 37	15 19	45 56	77
" .....	Shediac, .....	" 10 .....	" Jan. 27, '90	17 25	8 75	26 00	20
" .....	" .....	" 12 .....	" May 31, '90	8 20	4 10	12 30	51
York, .....	Fredericton, .....	City, .....	" June 24, '90	40 21	20 00	60 21	60
				\$330 18	\$163 27	\$493 45	647+

TABLE XVI.—PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School during the Term ended June, 1889.*

(Allowance of mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Wm. J. Goodwin,	Westmorland,	\$ 12 90
2	Harrison H. Hagerman,	Carleton,	4 62
3	Arthur W. Hickson,	Kings,	6 00
4	David A. McIntosh,	Northumberland,	6 84
5	H. Whitfield Robertson,	Queens,	5 70
6	Amasa Ryder,	Kings,	8 40
7	Herbert A. Stuart,	Queens,	3 00
8	John B. Sutherland,	York,	54
9	Margaret D. Bleakney,	Westmorland,	7 92
10	Margaret McG. Brady,	Kings,	5 28
11	Lily M. Clarke,	St. John,	3 96
12	Mary Johnstone,	"	3 96
13	Jennie Kerr,	Charlotte,	6 30
14	Elizabeth Manzer,	Victoria,	6 18
15	M. Millinda Walsh,	Westmorland,	7 92
16	Minnie L. Wilson,	Kings,	6 54
17	Joseph L. Allingham,	Queens,	1 92
18	David Anderson,	Westmorland,	13 20
19	Frank Baird,	Queens,	4 20
20	Heber B. Barton,	"	4 74
21	Geo. Y. Bates,	Kings,	5 88
22	Walter M. Black,	Westmorland,	11 70
23	George E. Chase,	Carleton,	4 20
24	Augustin Commeau,	Gloucester,	9 72
25	Fred L. Daye,	St. John,	3 96
26	Clinton H. Gray,	Carleton,	5 40
27	Michael L. Hawx,	Queens,	5 40
28	Cecil E. Jones,	"	8 76
Forward,			\$175 14

TABLE XVI.—CONTINUED.

No.	NAME	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$175 14</b>
29	William A. Machum,	Queens,	3 12
30	Scott E. Merritt,	Victoria,	7 26
31	Harley W. Murray,	Queens,	5 94
32	Stephen W. Palmer,	Albert,	11 20
33	J. William Richardson,	Charlotte,	6 30
34	Hurd J. Steeves,	Albert,	10 32
35	Thomas W. Todd,	Charlotte,	6 60
36	Wilford W. Webb,	Queens,	3 00
37	Gilbert W. W. Wells,	Westmorland,	13 26
38	Perry W. West,	Carleton,	5 70
39	Frank H. Wheeler,	"	5 04
40	William E. Wilson,	Westmorland,	9 30
41	Flora S. Anderson,	"	12 48
41½	Mary E. Bell,	St. John,	3 96
42	Katherine D. Benson,	Northumberland,	6 60
43	Bertha M. Brown,	Westmorland,	9 30
44	Hattie M. Clarke,	St. John,	3 96
45	Emma Colwell,	"	3 96
46	Adelia M. Cosman,	Kings,	4 50
47	Pricille M. Daigle,	Northumberland,	7 50
48	Ella W. Davidson,	St. John,	3 96
49	Bessie A. Doherty,	Westmorland,	10 80
50	Eugene E. Duncan,	Kings,	4 80
51	Henrietta Dutch,	Restigouche,	12 00
52	Blanche L. Estey,	Carleton,	5 10
53	Annie L. Fleetwood,	Westmorland,	9 30
54	Helen L. Galt,	"	9 30
55	Josephine Gillies,	Northumberland,	7 02
56	Susan W. Gray,	Carleton,	4 20
57	Agnes M. Hamilton,	Westmorland,	9 30
58	Sadie G. Hammond,	Carleton,	4 50
59	Gertrude Hanington,	St. John,	3 96
60	Annie S. Harding,	Carleton,	4 08
61	Edna J. Huestis,	Queens,	1 80
62	Minnie T. G. Hicks,	Kings,	8 40
63	Laura H. Horsman,	Albert,	8 70
64	Fannie J. Ives,	Carleton,	3 90
65	Myrtie S. Jackson,	Charlotte,	5 52
66	Alice M. Johnston,	York,	3 72
67	Lillie M. Jordan,	Carleton,	3 90
68	Hettie M. Keast,	Queens,	2 70
69	Charlotte Keenan,	Northumberland,	6 60
70	Jeanette B. Kelly,	Charlotte,	7 92
		<i>Forward,</i>	<b>\$455 92</b>

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$455 92</b>
71	Annie G. Kelley,	Kings,	6 12
72	Clotilda Kennedy,	Queens,	3 90
73	Mary E. Knox,	Sunbury,	1 92
74	Beatrice Langstroth,	Kings,	6 12
75	Annie S. Lucy,	York,	60
76	Blanche E. Maxwell,	Charlotte,	5 58
77	Georgiana I. Meredith,	"	5 40
78	Agnes M. Millen,	"	6 30
79	Jessie Mooers,	Carleton,	3 90
80	Ella K. Moore,	Albert,	10 50
81	Sarah M. Mullan,	York,	1 80
82	Annie McAnespy,	Kings,	7 56
83	Bessie McFarlane,	St. John,	3 96
84	Bertha McGill,	Sunbury,	1 92
85	Kathleen I. McIntyre,	Carleton,	4 50
86	Lucy A. McKenzie,	Charlotte,	5 88
87	Katie M. McKnight,	Northumberland,	7 02
88	Flora McLeod,	Carleton,	4 50
89	Annie G. Nicholson,	Westmorland,	7 92
90	Agnes M. Orr,	Kent,	7 38
91	Annie L. Page,	St. John,	3 96
92	Lauretta Phinney,	Westmorland,	12 48
93	Mary A. Price,	Northumberland,	3 48
94	Florence J. Proctor,	Westmorland,	9 30
95	F. Martina Quinn,	St. John,	3 96
96	Maggie A. Redmond,	Northumberland,	6 60
97	Ruth A. Ryan,	Kings,	5 52
98	Beatrice Sansom,	York,	1 50
99	Gertrude L. Seely,	St. John,	3 96
100	Maggie Shaw,	Restigonche,	12 60
101	Emma Simonson,	Carleton,	4 08
102	Isabella Smith,	St. John,	3 96
103	Maggie C. Smith,	Kings,	4 08
104	Beatrice M. Steeves,	Albert,	9 96
105	Clara A. Steeves,	Westmorland,	10 02
106	Lily M. Stuart,	Albert,	9 96
107	Maude A. Taylor,	Westmorland,	12 48
108	Mary D. Thorne,	Kings,	8 40
109	Mabel J. Turnbull,	York,	1 80
110	Ella M. Whitehead,	"	1 80
111	Edith Williams,	St. John,	3 96
112	Judson A. Burke,	York,	1 50
113	Frederic A. Cain,	Kings,	5 10
		<i>Forward,</i>	<b>\$699 16</b>

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$699 16
114	W. Shepherd Gosman,	Queens,	2 10
115	Jas. R. H. Simms,	Carleton,	4 20
116	Maude A. White,	"	3 90
117	Sarah E. Anderson,	"	4 80
118	Helen E. Armstrong,	Charlotte,	5 52
119	Alberta L. Campbell,	Carleton,	3 90
120	Ella B. Cummins,	Westmorland,	9 30
121	Edith M. Dickie,	Kent,	12 00
122	Clara A. Foster,	Albert,	9 90
123	Nettie A. Gillies,	Northumberland,	6 60
124	Alberta A. Green,	Carleton,	4 50
125	Theresa Jamieson,	"	3 90
126	Vesta E. Kilburn,	York,	66
127	Mina Manuel,	"	1 80
128	Etta A. Monteith,	Carleton,	3 90
129	Mary C. Murphy,	Albert,	13 50
130	Grace McBean,	York,	96
131	Isabella G. McCarthy,	"	2 40
132	Lucy J. McKay,	Charlotte,	5 88
133	Maggie A. McLaughlin,	Carleton,	6 72
134	Lizzie T. McLean,	Kent,	7 86
135	Lizzie J. Nixon,	Charlotte,	5 70
136	Elinor A. Patterson,	Sunbury,	1 32
137	Emily C. Paul,	Carleton,	6 00
138	Lauretta P. Pond,	Northumberland,	3 00
139	C. Eve Pringle,	York,	1 50
140	Alberta V. Reid,	Westmorland,	11 70
141	Mary E. Smith,	Sunbury,	54
142	Sadie F. Squiers,	Carleton,	5 10
143	Margaret I. Strang,	St. John,	3 96
144	Ella M. Thorne,	Kings,	8 40
144½	Mary J. Tomilson,	York,	1 80
145	Joseph C. Arseneau,	Gloucester,	9 72
146	Levi Cormier,	Kent,	11 76
147	Simon D. LeBlanc,	Westmorland,	10 80
148	Catherine Arseneau,	Kent,	13 38
149	Marie O. Bilodeau,	"	11 76
150	Gertrude B. Commeau,	Gloucester,	9 72
151	Marie A. DeGrace,	"	9 72
152	Marie L. Dumas,	Quebec,	10 50
153	Josephine Frenette,	Gloucester,	9 72
154	Catherine D. Gaudet,	Westmorland,	10 80
155	Philomene LePlante,	Gloucester,	9 72
		<i>Forward,</i>	\$980 08



TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$ 980 08
156	Ludovine M. Daigle,	Kent,	13 74
157	Sara D. Gaudet,	Westmorland,	10 80
158	Mary Fleming,	Carleton,	6 12
159	Margaret Payne,	Northumberland,	6 00
		Gov. War. No. 191,	\$1,016 74

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
1	Thomas D. Belliveau,	Kent,	\$ 10 56
2	Andre Boudreau,	Gloucester,	9 72
3	Narcisse Boudreau,	Westmorland,	9 60
4	Placide R. Richard,	Kent,	12 18
5	Albert Robichaud,	Gloucester,	10 20
6	Telesphore Savoie,	"	10 20
7	Camille Surette,	Westmorland,	9 30
8	Olive Allain,	Kent,	10 92
9	Elizabeth Arseneau,	Gloucester,	9 12
10	Elizabeth Aubé,	"	10 02
11	Margaret A. Barrieau,	Kent,	13 44
12	Judith M. Bernard,	Westmorland,	10 20
13	Margaret M. Bilodeau,	Kent,	11 76
14	Edith Daigle,	Madawaska,	10 50
15	Gertrude I. Doucet,	Gloucester,	9 84
16	Helen M. Doucette,	"	9 00
17	Elizabeth J. Ferguson,	"	10 20
18	Genevieve Girouard,	Kent,	10 86
19	Emma Goguen,	"	11 76
20	Marie A. Landry,	Gloucester,	9 00
21	Annie Lynch,	Madawaska,	10 14
22	Mary Ann Lynch,	"	10 14
23	Celina Maillet,	Kent,	12 00
24	Annie M. Martin,	Madawaska,	9 72
25	Marie O. Martin,	"	9 72
26	Domitilde Melanson,	Westmorland,	11 16
27	Claudie Michaud,	Madawaska,	10 20
28	Marcelline J. Richard,	Westmorland,	10 80
29	Anastacie Soucie,	Madawaska,	9 78
30	Domitilde Belliveau,	Westmorland,	11 16
31	William M. Veazey,	Charlotte,	5 40
32	Jennie J. Calder,	"	6 60
33	Stephen E. Howard,	St. John,	6 36
34	Jane G. Thurmott,	"	3 96
35	Ida M. Clarke,	Carleton,	3 90
36	Hellace Estabrooks,	York,	1 50
37	Addie A. Fraser,	"	1 50
38	Abram H. Milton,	Westmorland,	8 94
Gov: War. No. 1,119,			\$351 37

TABLE XVII.—PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31st, 1890.

*Statement of Chief Superintendent's Provincial Drafts to Teachers  
and of County Fund Drafts to Trustees.*

(Summarized in Tables IX and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December 31st, 1889.</i>		
References.—Warrants Nos. 188, 189, 190, 480..	\$ 70,507 64	
Amount County Fund for Term ended December 31st, 1889.....		\$47,252 25
<i>For Term ended June 30th, 1890.</i>		
References.—Warrants Nos. 766, 767, 768, 1,116, 1,117, 1,118, 1,400.....	66,902 29	
Amount County Fund for Term ended June 30th, 1890 .....		47,252 25
Total.....	\$137,409 93	\$94,504 50

**TABLE XVIII.—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE  
FOR YEAR ENDED DECEMBER 31ST, 1890.**

**Schools (See Table IX for details):**

Common, ....	.....	\$121,761 95
Superior, ....	.....	11,765 08
Grammar, ....	.....	3,882 90
		<hr/> \$137,409 93

**Normal School:**

Salaries, (Table XIII)	.....	5,455 00
<b>Travelling allowance to Student Teachers:</b>		
Paid in 1890, (See Table XVI)	.....	1,368 11
W. Y. T. Sims, for service Normal School,	.....	50 00
Anatomical and Astronomical Studies, Chemical Apparatus, etc., for Normal School,	.....	85 16
Salary of Six Inspectors,	.....	7,200 00
Inspectors' Allowance, attending Conferences,	.....	600 00
Acting-Inspector Whelpley, expenses incurred in visiting Glad- stone during July, by order of Chief Superintendent,	.....	15 00
Examination of Candidates for Teachers' Licenses, including Examiners and Deputies, December, 1889, and May and June, 1890,	.....	630 64

**Travelling Allowance:**

Chief Superintendent of Education for 1890,	.....	400 00
School Libraries,	.....	163 27
Dr. Coulthard, preparing draft of Health Certificate,	.....	10 00
Expenses incurred in connection with Educational Exhibit,	.....	189 92
Sundry Office Expenses,	.....	35 28

**Salaries:**

Chief Superintendent,	.....	\$ 1,600 00
Chief Clerk,	.....	900 00
Clerk,	.....	600 00
Clerk,	.....	250 00
		<hr/> 3,350 00
Janitor,	.....	100 00

---

**\$157,062 31**

---



# QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF LICENSE AT  
THE EXAMINATION IN JUNE, 1890.

---

## GRAMMAR SCHOOL CLASS.

[GR. SCH.]      TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 min.*

1. Define attention and briefly point out its relation to intellect and will. Show how you would proceed to train this faculty.
2. What is observation? What is its relation to perception? Name several of the subjects in the course of instruction specially designed for the training of the observing powers, and outline a lesson in one of these subjects with a view of illustrating your method of teaching it.
3. Describe your method of teaching the first steps of Reading. Justify the method on psychological principles.
4. State the principles which should guide a Teacher in the allotment of time for the several subjects of instruction, and make a weekly allotment for each of the following subjects for a department embracing Standards VII and VIII: Form-Study and Drawing, Geometry, Natural History, Temperance Teachings of Science.
5. Specify several kinds of punishment sometimes resorted to in schools. Give your views on each.

### ALTERNATIVE.

Instead of the foregoing questions, Candidates may write a thesis on "The Theory and Practice of Education in the nineteenth century." (The thesis and the questions above are of equal value.)

---

[GR. SCH.]      LATIN. *Time, 1 hr. 30 min.*

- 1 Translate into correct English:

- A. Virg. *Æn.*, Bk. III, vv. 192-200: *Postquam altum . . . in undia*. Explain the case of: *gurgite, nubibus, cursu*. Scan 195.
- B. Hor., *Ars Poet.*, vv. 99-106: *Non satis est . . . severum seria dictu*.
- C. Cic. de Senec., Cap. 10, Sec. 32: *Quartum annum ago . . . non hospites*. Write very brief historical notes on (1) *bello Punico*; (2) *consul in Hispania*; (3) *depugnavi apud Thermopylas*.

2. Parse fully: *adparent, adstitit, dolendum est, minarum, viribus*.

3. Scan the following lines, giving the names of the metres :
  1. Mæcenas atavis edite regibus.
  2. Integer vitiae sceleris que purus.
4. Distinguish between : vereor ne veniat, vereor ut veniat ; consulo te, consulo tibi ; caveo te, caveo tibi ; natus, nactus.
5. State the rules for the sequence of tenses in Latin, adding short examples to illustrate your answer.

[GR. SCHOOL.]

GREEK.

Time, 1 hr. 30 min.

1. Translate into English :
  - A. Hom. Il., Book III, vv. 355-363.
  - B. Xen. Anab., Book 1, Cap. 9, Sec. 22 & 23.
  - C. Eurip. Alc. vv. 569-587.
2. Parse.—[The words to be parsed are here omitted.]
3. Specify the chief uses of the middle voice.
4. In what metre is the dialogue of a Greek Play like the Alcestis written? Write down the scheme of this metre. Name the several parts of a Greek Play.
5. In what various ways do adjectives in *os* form their comparatives? Give two instances of each.
6. Write out in full : 2nd indic. mid. of [certain verbs not here given.]
7. Write some account of the life of Euripides. Give dates of his birth and death. Name his chief plays.

[GR. SCHOOL.]

ALGEBRA.

Time, 1 hour 30 min.

1. Shew that  $\frac{x}{x^3-1} - \frac{x^3}{x^3+1} - \frac{1}{x^3-1} + \frac{1}{x^3+1} = x^3 + 2$ .
2. Solve  $\sqrt{x+8} - \sqrt{x+3} = \sqrt{x}$ .
3. Simplify  $\frac{3\sqrt{2}}{\sqrt{3}+\sqrt{6}} - \frac{4\sqrt{3}}{\sqrt{6}+\sqrt{2}} + \frac{\sqrt{6}}{\sqrt{2}+\sqrt{3}}$
4. If  $6x^2 + 6y^2 = 13xy$ , what is the ratio of  $x$  to  $y$ ?
5. Find the geometrical progression whose sum to infinity is  $4\frac{1}{2}$ , and whose second term is  $-2$ .
6. Prove  $(1+x)^{\frac{1}{2}} = 1 + \frac{1}{2}x - \frac{1}{2 \cdot 4}x^2 + \frac{1 \cdot 3}{2 \cdot 4 \cdot 6}x^3 - \dots$   
 assuming that  $(1+x)^n = 1 + nx + n \frac{(n-1)}{1 \cdot 2}x^2 + n \frac{(n-1)(n-2)}{1 \cdot 2 \cdot 3}x^3 + \dots$
7. In a similar way expand  $(1+x)^{\frac{1}{2}}$  to four terms, and then write out the fifth and sixth by analogy.

N. B.—Six questions make a full paper.

[GR. SCH.]

PLANE AND SOLID GEOMETRY. *Time, 1 hr. 30 min.*

1. In right angled triangles, the rectilinear figure described upon the side opposite the right angle is equal to the similar and similarly described figures upon the sides containing the right angle.
2. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the rectangles, contained by its opposite sides.
3. If two planes cut one another, their common section must be a straight line.
4. If two planes which cut one another be each of them perpendicular to a third plane, their common section must be perpendicular to the same plane.
5. If two parallel planes are cut by another plane their common sections with it are parallel.

[GR. SCH.]

## SPHERICAL TRIGONOMETRY.

*Time, 1 hour.*

1. In a right spherical triangle prove  $\sin a = \sin. c \sin. A$ .
2. When are two triangles said to be polar with respect to each other?
3. Prove  $\sin. \frac{1}{2}A = \sqrt{\sin. (s-b) \sin (s-c) \operatorname{cosec}. b. \operatorname{cosec}. c.}$
4. Given two sides  $a$  and  $b$ , and the included angle  $c$ , show how to find the other parts of an oblique spherical triangle.
5. Write out Napier's Analogies.

[GR. SCH.]

## GREEK AND ROMAN HISTORY.

*Time, 1 hour.*

1. Give the causes, duration and results of the Peloponnesian War.
2. Name some of the steps by which Athens gained and lost the supremacy of Greece. What part did Themistocles play in connection with the changes. What was his own character and destiny?
3. Give some account of the career of Pericles. Who was his chief rival? What was the nature of his influence upon the history of Greece?
4. Explain briefly the signification of the following:—"Ostracism"—"The Retreat of the Ten Thousand"—"Peace of Nicias"—"Expulsion of the Pisistratides"—"Laws of Lycurgus."
5. What effects upon Roman history may be ascribed to the following causes: The reign of Tarquin, the battle of Cannae, the birth and death of Julius Cæsar, the reign of Constantine.
6. Who were the members of the first Triumvirate, and what became of each?
7. For what are the following names in Roman history remarkable:—Cataline, Cicero, Nero, Virgil, Scipio.

N. B.—Five questions make a full paper.



[GR. SCH.]

## GENERAL CHEMISTRY.

Time, 1 hour.

1. Explain the electrical decomposition of water. What general chemical principles may be deduced therefrom?
2. From what sources, and by what methods, are the following substances prepared: Alum, Soda, Glass, Alcohol, Iron, Chloroform, Muriatic Acid, Water-gas, Dynamite.
3. What is the chief source of Potassium compounds? Name and symbolize the latter, stating their uses. Describe potassium as an element.
4. By what several agents are the following results effected: Bleaching, Dyeing, Disinfection, Anaesthesia or Insensibility to Pain, Reduction, Oxydation.
5. From what sources and by what means are the following gases manufactured: Oxygen, Chlorine, Nitrous Oxide, Ether, Hydrofluoric Acid. Formulate the reactions in each case.
6. Give formulæ for the following: Ammonia Gas, Ammonic Sulphate, Acetic Ether, Calomel, Blue Vitriol, Chalk, Iron Rust, Gunpowder.

N. B.—Five questions make a full paper.

[GR. SCH.]

## ANIMAL AND VEGETABLE PHYSIOLOGY.

Time, 1 hour.

1. What are the differences (of structure and function) between arteries, capillaries and veins! How is the flow of the blood maintained? How is the direction determined, and to what variations is it subject?
2. Enumerate the bones of the arm. How are they connected! Of what motions are they capable, and by what muscles are they governed?
3. Describe briefly the principal parts of the human *brain*, and state what you know of their probable functions.
4. Describe the position, nature and use of the following organs: Liver, Thoracic Duct, Salivary Glands, Larynx, Atlas, Crystalline Lens, Cochlea.
5. What is the purpose of starch in vegetable growth; How is it found in the plant, and where? To what changes is it subject, and why?
6. What useful purposes are served by the following provisions in the life of plants: *Clustering* of flowers, *Flower coloration*, *Branching*, *Formation of Rootstocks* and *Tubers*, *Fruiting*.
7. What resemblances and what differences can you trace between Plants and Animals?

N. B.—Six questions make a full paper.

## CLASS I.

[GRAM. SCH. &amp; I.]

## SCHOOL SYSTEM.

Time, 45 min.

1. State the several provisions by which school privileges may be secured in a district.
2. Explain what is meant by *special, general and annual meetings*. How may each be called?
3. Give the substance of the Regulations of the Board of Education respecting the following : *Contagious Diseases. Destruction of School Property. Requirements of Pupils. Collections, Subscriptions, Presents.*
4. What is the provision of the Act respecting the establishment of School Libraries and the regulations of the Board of Education thereunder?
5. How is the grand total number of days' attendance made by all the pupils found (1) in ungraded schools and (2) in graded schools when transfers are made?

## I. TEACHING AND SCHOOL MANAGEMENT. Time, 1½ hrs.

1. What is meant by the observing powers? Specify some of the subjects in the Course of Instruction specially designed for training these powers. Outline a lesson in one of these subjects with a view of illustrating your method of teaching it.
2. What is meant by systematic instruction in writing? Describe the arrangements and the mode you propose to adopt in teaching this subject.
3. State briefly your method of teaching (1) Derivation of words; (2) Geography, when pupils are sufficiently advanced to use the text-book; (3) Production of pure tone as required in Standard V., etc.; (4) Temperance Teachings of Science.
4. State some of the benefits arising from properly conducted physical exercises in School. How much time do you propose to allot daily for such exercises? Outline a course of exercises suitable for children between the ages of 5 and 10 years.
5. State how you propose to deal with each of the following faults: Disobedience, tardiness, quarelling, lying, unprepared lessons.

## ALTERNATIVE.

Instead of the foregoing questions, candidates may write an historical sketch of one of the following Educational Systems—*The Humanistic, The Realistic, or The Naturalistic.* (The Alternative and the questions above are of equal value.)

## I. GEOGRAPHY.

Time, 1 hr. 30 min.

## PART I.

1. *Climate*.—Meaning of the term. Specify the several conditions which affect climate, and explain the modifications produced in respect of three of them. What are isothermal lines? Trace the isotherm of 40° across the North American continent.

2. *Latitude and Longitude*.—Explain the terms: At what part of the earth's surface are the degrees of latitude and longitude of the same length? Explain why a degree of longitude varies in length at different latitudes. Show how to find by means of the globe the length of a degree of longitude at any latitude.
3. *The Dominion*.—Its extent in degrees? Area in square miles? Size compared with Europe? Its chief physical features, chief systems of railways, its industries and minerals?
4. *Africa*.—A short account of recent geographical explorations, especially in the Nile and Congo basins?

#### PART II.

Draw an outline map of S. America, indicating and naming the chief mountain ranges and rivers.

N. B.—The examiner will allow 70 marks for Part I, and 30 for Part II.

#### I. II. & III.

#### CANADIAN HISTORY.

*Time, 1 hour.*

1. In what way are the following persons connected with Canadian history: Jacques Cartier, Argall, Pontiac, Champlain, Joseph Howe, Lord Elgin?
2. Explain the causes and the results of any three of the following battles: Lundy's Lane, Queenston Heights, New Orleans, Plains of Abraham, Fort William Henry, Siege of Louisburg.
3. What were the causes, chief events, and results of the following wars in connection with Canadian history: The American Revolution; the War of 1812; the Rebellion of Riel.
4. Explain the significance of the following terms in connection with Canadian history: Family Compact, Clergy Reserves, Responsible Government, Seigniorial Tenure, Rebellion Losses' Bill.
5. Explain the causes, some of the incidents, and the results of the Papineau Rebellion.
6. State what you know of any two of the following events: First settlement of Nova Scotia; Battle of the Chesapeake, Aroostook War; Confederation of the Provinces.
7. State briefly the causes which led to the co-existence of the French and English races in Canada. What results followed from their rivalry? And how was the difficulty finally settled?

N. B.—Six Questions make a full paper.

I. GENERAL HISTORY. *Time, 1 hour.*

1. State what you know of the ancient Cities of Babylon, Nineveh, Thebes, Memphis, and Troy.
2. Describe the "Epoch of Civil Strife" in the early history of Rome, with its causes and results.
3. Give some account of the extent of the Roman Empire under Augustus. What three civilizations did it include, and what was the condition of its people?
4. What events brought on the "French Revolution?" What persons were most prominent therein? In what events did the revolution close? With what more recent events can it be compared?
5. State what you know of two of the following events: Revival of Learning; Thirty Years War; Crimean War; First Crusade.
6. What influence upon the progress of civilization is to be ascribed to (1) the Norman conquest of England; (2) The Reign of Elizabeth?

N. B.—Five Questions make a full paper.

I. ARITHMETIC. *1 hour, 30 min.*

*(Exhibit the Work.)*

1. (1) Explain the following terms: Discount, Compound Interest, Square Root, Annuities, Stocks, Exchange; (2) State the two methods by which questions in Discount may be solved. Which is the correct method? What is the exact difference between the results of the two processes?
2. Give the formula *for finding the time* in which any sum will amount to any given number of times itself at a given rate per cent. Frame and solve a suitable example.
3. What principal put to compound interest for six years will amount to \$1,340 at 5 per cent. per annum?
4. A man bought a horse and sold it at a loss of 10 per cent; if he had received \$40 more he would have gained  $12\frac{1}{2}$  per cent.; what did the horse cost?
5. What will be the cost of a Bill of Exchange on Great Britain for £600 Stg., at 8 per cent. premium.
6. Extract the cube root of  $28\frac{3}{4}$  to three places of decimals.
7. What is a square metre? Express the following in square metres: (1) 8 sq. decimetres; (2) 26 sq. centimetres.

I. NATURAL HISTORY. *Time, 1 hour.*

1. State what you know of the nature and origin of crystals. Mention some natural substances which illustrate common forms of crystals.
2. In what several ways are living distinguished from non-living bodies?

3. State what you know of the occurrence of Iron ores in New Brunswick. How is the metal separated, and how are its chief varieties contrasted ?
4. Contrast limestone and marble ; granite and sandstone ; mica and hornblende.
5. State some of the more important differences exhibited by *seeds*, and state in what way these differences are connected with the early growth of the plants exhibiting them.
6. Mention among the wild plants of New Brunswick those useful respectively for food, shade, tanning, and medicine.

I. II. &amp; III.

## INDUSTRIAL DRAWING.

*Time, 1 hr.**The Candidate may take Part I or Part II, not both.*

## PART I.

1. Define vertical and horizontal, as the terms are used in drawing.
2. Define and illustrate the equilateral triangle, the oval, the ellipse.
3. Draw a vase form, showing the application of reversed curves. Let the curves be ovoid in their parts, and based upon a trisected vertical.
4. Sketch a square, and divide it into four, nine, or sixteen smaller squares. With the lines thus formed as construction lines, draw a rosette of straight line forms.
5. Draw from memory either of the so-called Greek mouldings, (giving not less than three repetitions of the unit) ; or, draw and name any familiar conventionalized leaf form.

N. B.—Four questions make a full paper.

## PART II.

1. Make a drawing of the object on the table, stating its position relative to the eye.
2. Make a working drawing for a cylinder 6 ft. in altitude, 3 ft. in diameter, on a scale of  $\frac{1}{2}$  inch to a foot.
3. State how to model (1) a cube, (2) a cylinder.

I.

## COMPOSITION.

*Time, 1 hour.*

1. What is meant by style ? What is its purpose ? In what way may a good style be attained ?
2. Frame sentences to illustrate the shade of meaning between each pair of the following synonyms :

Finish,	End.	Circumstance,	Event.
Character,	Reputation.	Aware,	Conscious.
Strong,	Powerful.	Delay,	Defer.

3. Explain and illustrate the terms—*metonymy, metaphor, personification*.  
 4. Express in as fitting words as you can the thought in the following passage :

"There is no vice so simple but assumes  
 'Some mark of virtue on his outward parts :  
 How many cowards, whose hearts are all as false  
 As stairs of sand, wear yet upon their chins  
 The beards of Hercules and frowning Mars,  
 Who inward searched, have livers white as milk ;  
 And these assume but valour's excrement  
 To render them redoubted."

5. Explain the following terms : *Verse, prosody, rhythm, rhyme, couplet, stanza*. Give an example of a stanza of four rhymed lines.  
 6. Scan the following, pointing out any peculiarities of rhythm :
- (1) Your mind is tossing on the ocean.
  - (2) Lie all unlocked to your occasions.
  - (3) Of such misery doth she cut me off.
  - (4) To find the other forth and by adventuring both.

I. GRAMMAR. Time, 1 hour.

1. Give the general and detailed analysis of the following passage :

In my school-days, *when I had lost one shaft*  
 I shot *his fellow of the self-same flight*  
 The *self-same way*, with *more* advised watch,  
 To *find* the other *forth*, and by *adventuring* both  
 I oft found both : I urge this childhood proof,  
 Because *what* follows is pure innocence.

2. Parse the words above in *italics*.  
 3. Give other instances of the word *his* as used in the second line. To what two cases is *what* equivalent as used in the last line? Name all the cases in which *what* may be used, and give an example of each. Give an example of the *pure infinitive* or of the *gerundial infinitive* in the passage above. Distinguish between these two kinds of infinitive, and give examples.  
 4. (1) Give the syntax of the preposition. (2) Use the proper preposition after the following words : *Reconcile, differ, bestow, dissent, confide, derogatory, agree, profit, need*.

Candidates are at liberty to omit questions 3 and 4 and to take the following instead :

- a. (1) Define a complex and a compound sentence, giving an example of each. (2) Name the different kinds of adverbial clauses, and give an example of each.  
 b. (1) Make a list of indefinite numeral adjectives. (2) Of distinguishing or demonstrative adjectives. (3) Of indefinite pronouns. (4) Of reciprocal pronouns.

GRAM. SCH. &amp; I.

ENGLISH LITERATURE.

Time, 1 hour.

*Merchant of Venice, etc.*

1. Quote passages to show that Shylock was *avaricious, hard-hearted, revengeful*; also to show that he was not destitute of *softer feelings*, nor *wanting in fortitude*.
2. Portia was intelligent, sagacious, and far-seeing. Show from the Play that she possessed those qualities.
3. By whom and on what occasions were the following quotations uttered:—

- (1) "Sometimes from her eyes  
I did receive fair speechless messages."
- (2) "The devil can cite Scripture for his purpose."
- (3) "Gilded tombs do worms infold."
- (4) "The world is still deceived with ornament."
- (5) "I am Sir Oracle,  
And when I ope my lips let no dog bark."
- (6) "The grace of God is wealth enough."

4. Explain or comment upon the following italicised words or phrases:—

*Stay the very riping of the time. Green-eyed jealousy. He did redeem the virgin tribute. With that we lack. Withal. Slips of prolixity. Upon supposed fairness.*

5. Give instances from the Play of words used in an unusual or obsolete sense.
6. Quote *one* of the following: Antonio's farewell to Bassanio, Lorenzo on music, Portia on mercy, or Salario on contrasts of character.

*Candidates for Gram. School License will omit Question 4 and take the following instead:*

Name the foreign elements in our English vocabulary and account briefly for their introduction.

I. II. III.

DOMESTIC ECONOMY.

Time, 1 hr. 30 min.

*For Female Candidates only.*

PART I.—THEORY.

1. Explain fully: *Simmering, stewing, dripping, hashes, stock-pot.*
2. Describe how you would boil potatoes. How would you prevent them from becoming water-soaked?
3. Name some precautions which should be observed in giving food to patients.
4. What are the essential points to be attended to in ventilating a sick room?

PART II.—PRACTICE.

(Material— $\frac{1}{4}$  yard undressed white cotton). Work the following questions on the cotton furnished:

1. One ordinary sized button-hole.
2. Put a patch 3 in. by 4 in.
3. Trace the letter B with a lead pencil and then work it.

I. CHEMISTRY AND AGRICULTURE. *Time, 1 hr.*

1. State what you know of the nature and composition of Alumina. How does it occur in the composition of soils?
2. An animal is fed upon a mixed diet containing starch, meat, fat, and sugar; explain where and how each is disposed of.
3. Explain the necessity for, and the results of, good drainage.
4. State what you know of the following elements: Sodium, chlorine, sulphur, oxygen, calcium. What important substances may result from union of two or more of these elements with each other?
5. What is meant by the "Aeration of the blood?" Describe the means by which it is effected. What results follow it?
6. Name some of the effects of alcoholic drinks on the human system, and state in particular their effect on the lungs.

N. B.—Five questions including the last one, make a full paper.

I. BOOK-KEEPING. *Time, 1 hour.*

1. What is the object of Book-Keeping?
2. Describe the use (a) of the Day-book; (b) of the Journal; (c) what is posting?
3. John Marsden draws at 30 days' sight on E. Black, of Yarmouth, N. S., for \$62.50, in favour of John C. White, of Halifax. Write the Draft.
4. If E. Black accepts the above Draft, how should it be entered in his Bill-Book?
5. What is a certified Invoice?
6. Supply dates and write out in a Ledger form a Merchandise Account which shall record the following transactions, and show the gain or loss.
7. Goods on hand, \$400; sold goods for Cash, \$150; sold goods to James Smith on his Note, \$100; bought goods from Robert Young on credit, \$600; sold goods to John Boyd on account, \$200; goods remaining worth \$500.

I. NATURAL PHILOSOPHY AND PHYSICS. *Time, 1 hr.*

1. Explain the following terms: Parallelogram of Forces, Polygon of Forces.
2. What horizontal force will support 100lbs. on a plane inclined at an angle of  $45^\circ$ ?
3. From the two formulæ of motion  $v = V \pm f t$ ,  $s = V t \pm \frac{1}{2} f t^2$ , obtain a third by eliminating  $t$ , and explain the meaning of  $v$ ,  $V$ ,  $f$ , and  $t$ .
4. A body moves over 70 feet in the fourth second, find the acceleration.
5. Find the tension of the cord in Atwood's Machine.
6. State the law respecting pressure of liquids, and name any familiar facts, or describe any experiment to illustrate your answer.



I. M.

GEOMETRY.

1 hr. 30 min.

1. If two circles cut one another, they cannot have the same centre.
2. Equal chords in a circle are equally distant from the centre ; and conversely, those which are equally distant from the centre are equal to one another.
3. When two circles intersect, their common cord bisects their common tangent.
4. In a given circle inscribe a triangle equiangular to a given triangle.
5. Parallelograms of the same altitude are to one another as their bases.
6. Equal triangles which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional.

N. B.—Female candidates will receive credit for any correct work on the last two of the foregoing Questions.

I. F. &amp; II. M.

GEOMETRY.

Time, 1 hr. 30 min.

*Read this Paper over before commencing the work.*

1. If one side of a triangle be greater than a second, the angle opposite the first must be greater than that opposite the second.
2. Make a triangle of which the sides shall be equal to three given straight lines, any two of which are greater than the third.
3. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.
4. Divide a given line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.
5. Find a line the square of which shall be equal to the sum of the squares on three given straight lines.

*Female Candidates for Class I. will omit the 1st and 5th of the foregoing Questions, and work the following instead :*

- a. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.
- b. Inscribe a circle in a given triangle.

N. B.—When Female Candidates have worked this paper they will receive, on application, the paper set to Male Candidates, and will receive credit for any correct work thereon, provided the work is in advance of Book IV.

I.

## ALGEBRA.

Time, 1 hr. 30 min.

1. Define a quadratic equation and solve the following

$$(1) \quad 4x - \frac{12-x}{x-3} = 22$$

$$(2) \quad \frac{x+2}{x+1} + \frac{x+1}{x+2} = \frac{13}{6}$$

$$(3) \quad \sqrt{(b^2+ax)} - \sqrt{(a^2+bx)} = a+b.$$

2. Find the value of  $x$  and  $y$  in the following :

$$(1) \quad x^2+xy+y^2 = 37, \quad x^4+x^2y^2+y^4 = 481.$$

$$(2) \quad \frac{x^2+y^2}{x^2-y^2} = \frac{25}{7} \quad xy = 48.$$

3. The sum of two numbers is 6 times their difference, and their product exceeds their sum by 23 : Find the numbers.

4. The difference of two numbers is 3, and the difference of their cubes is 279 : Find the numbers.

5. What is meant by rationalizing the denominator of a fraction ? Rationalize the denominators of the following :

$$(1) \quad \frac{3+\sqrt{2}}{2-\sqrt{2}} \quad (2) \quad \frac{2\sqrt{5}+\sqrt{3}}{3\sqrt{5}+2\sqrt{3}}$$

6. Sum the following series :  $1, -\frac{1}{3}, \frac{1}{9}, \dots$  to infinity.7. Apply the Binomial Theorem to expand  $(1+2x-x^2)^4$ 

I. F. &amp; II. M.

## ALGEBRA.

Time, 1 hour, 30 min.

*Exhibit the Work.*1. From the following equations, find the value of  $x$ .

$$(1) \quad 16x = 38-3(4-x)$$

$$(2) \quad \frac{x-3}{4} = \frac{x-5}{6} + \frac{x-1}{9}$$

$$(3) \quad \frac{3x+5}{7} - \frac{2x+7}{3} + 10 - \frac{3x}{5} = 0$$

2. Find a number such that the sum of its fifth and its seventh shall exceed the sum of its eighth and its twelfth by 113.

3. A sum of 24 dollars is received from 224 persons ; some contribute 9 cents each, and some  $13\frac{1}{2}$  cents each ; how many contributors were there of each kind ?

4. Apply formulæ to work the following examples in multiplication :

$$(1) (2x^2 - 3x - 4)^2 : (2) (x - 3)^2 (x^2 + 6x + 9.)$$

5. Find the value of :

$$(1) \frac{1}{x+y} + \frac{27}{x^2-y^2} : (2) \frac{1+3x}{1-3x} - \frac{1-3x}{1+3x}$$

6. Define factor, coefficient, power, terms, exponent, and show by means of an example why all the signs of the terms of an expression to be subtracted are changed.

N. B.—When Female Candidates have worked this paper, they will receive on application paper set for Male Candidates, and receive credit for work correctly done.

### I. PRACTICAL MATHEMATICS.

*Time, 1 hour.*

1. State how to find the height of a hill the base line of which is 130 feet, and the angles of elevation of the top of the hill, measured at the extremities of the base, are  $31^\circ$  and  $46^\circ$ .
2. Find the area of a parallelogram the diagonals of which are 1245 and 1040 links, and their contained angle  $30^\circ$ .
3. Given the height and chord of an arc 4 and 30 feet respectively, find the radius of the circle.
4. The circumference of the base of a cone is 20 feet, and its height 25; find its solidity.
5. A ship in latitude  $46^\circ 30'$  sails due E. till her difference of longitude is  $3^\circ 20'$ ; state how to find the distance sailed.
6. Make a diagram and find the area of a field from the following measurements :

Left Offsets.	Chain Line.	Right Offset.
	1538 to 0	
	1248     2	344
334	1194	
	646	360
	300	
	From 0 <sup>1</sup>	

N. B.—Female Candidates will receive credit for any correct work done.

### READING.—GRAMMAR SCHOOL AND CLASS I.

1. Name the elementary characteristics of vocal expression.
2. In what mental states does a speaker use the "orotund?"
3. When would he use a slow and when a rapid rate of utterance!

4. Mark the emphatic words in the following passage with signs of the appropriate inflections, and give reasons in each case for both emphasis and inflection :

“ And Elijah came unto all the people and said : How long halt ye between two opinions? if the Lord be God, follow him ; but if Baal, then follow him.”

## CLASS II.

- II. SCHOOL SYSTEM. *Time, 45 min.*
1. What persons may be exempted from school rates, and who are authorized to exempt them?
  2. Specify some of the powers of the School District. Who are entitled to vote at School meetings? What provision is made whereby only those qualified to vote may be permitted to do so? Under what conditions can a School District be formed if the number of resident children between the ages of five and sixteen years is less than fifty?
  3. How is the amount of the County School Fund for a County determined? State the principles which regulate the apportionment of this Fund.
  4. On what grounds may the Trustees suspend or expel pupils from school? How may such pupils be re-admitted?
  5. What is the Teacher's duty with respect to Time-tables, cleanliness of the school-room, recesses, school register, school returns, public examinations, course of instruction, text-books?
  6. How is the grand total days' attendance made by all the pupils found? How tested?

- II. TEACHING AND SCHOOL MANAGEMENT. *Time, 1½ hrs.*
1. At what stage in the first steps of Reading do you propose to teach the sounds of letters? Give your reasons. What use do you propose to make of the child's knowledge of the sounds? Illustrate your answer.
  2. What qualities in Reading would you seek to impart, and in what way would you endeavour to secure them?
  3. Describe the several steps to be taken in order to prepare pupils to draw a map from memory?
  4. *For Female Candidates.*—Name several of the subjects which you propose to deal with in teaching Domestic Economy, and describe briefly your method in respect of one of them.
  4. *For Male Candidates.*—Name several of the subjects embraced under the head of Natural History, and describe briefly your method of teaching one of them.
  5. What is the object of physical exercise in school? Name one of such exercises, and briefly describe your mode of conducting it.
  6. State the principles upon which you would (1) classify pupils; (2) allot time for the several subjects of the course of instruction.

II.

## GEOGRAPHY.

*Time, 1 hr. 30 min.*

## PART I.

1. Compare the area and population of New Brunswick with that of (1) Ontario, (2) British Columbia.
2. Describe the physical features of New Brunswick.
3. Take a journey by water from Copenhagen to Constantinople, and name the waters through which you would pass, and the countries on your left hand.
4. Where are the following places, and for what is each noted: Demerara, Bombay, Delhi, Tokio, The Hague, Berne, Zanzibar, New Westminster, Nazareth?
5. State how you would find from the globe when the sun rises and sets at any place on June 10th.

## PART II.

Draw an outline map of New Brunswick, with the chief rivers, and towns accurately marked.

N. B.—The Examiner will allow 70 marks for Part I, and 30 for Part II.

## CANADIAN HISTORY.

*(As in Class I.)*

II.

## ENGLISH HISTORY.

*Time, 1 hour.*

1. Explain the historical origin of the following terms: Parish, Shire, Castle, Sovereign, Union Jack, Bank of England, National Debt, Impeachment.
2. What attempted naval invasions of England can you name? Describe their results.
3. Who were the *favorites* respectively of the following monarchs: Edward III, Henry II, Henry VIII, Elizabeth, James I. Sketch the career of *two* of them.
4. Name periods in English History which are remarkable (1) for the uncontrolled power of the Sovereign; (2) for the successful resistance of the people.
5. State what you know of the following occurrences in English History: Rye House Plot, Battle of Sedgemoor, Bloody Assizes, the English Revolution, the Peace of Ryswick.
6. By what successive steps did James II alienate the affections of his people? What consequences followed?

N. B. Five Questions make a full paper.

II.

## ARITHMETIC.

*Time. 1 hour 30 min.**Exhibit the Work.*

1. Define the following terms: Measure, prime numbers, decimal, proportion, commission, percentage, subtrahend, quotient. (2) Take 325 from 2314, and explain the process.

2. A farmer exchanged 390 bushels of wheat worth \$1.20 a bushel, for an equal number of bushels of barley at 75 cents a bushel, and oats at 42 cents a bushel; how many bushels of each did he receive?
3. If 5 men or 10 women can reap a field of  $12\frac{1}{2}$  acres in  $3\frac{1}{2}$  days, working 16 hours a day, in what time can 2 men and 10 women reap a field of 15 acres, working 12 hours a day?
4. If  $I = Prt$ , give the formula for finding the value of  $P$ ; frame and solve a suitable question to find the value of  $P$ .
5. How much should be paid for carpet sufficient to cover a room 18 ft. long by 16 ft. wide, at \$1.10 per yard, the width of the carpet being 27 inches?
6. Multiply .047321 by 15.3564 by the contracted method, as recommended in the prescribed text-book.
7. What is the English equivalent of a gramme? How many kilogrammes are contained in (1) 7.4 hectogrammes; (2) 9.34 grainmes?

---

II. NATURAL HISTORY. Time, 1 hour.

1. What properties of the following metals are illustrated by their uses in the arts: Gold, Tin, Copper, Silver, Mercury.
2. What contrast can you draw between the roots and stems of plants? How are these differences connected with their respective uses?
3. What are some of the ways in which leaves differ, and what useful ends may be attained through such differences?
4. What parts of a flower are commonly lost and which are retained as the flower ripens into fruit?
5. What are the characteristic differences between "*Exogenous*" and "*Endogenous*" plants? Illustrate by example.
6. What special features distinguish the class of birds, and upon what differences may the class be farther subdivided?

N. B.—Five questions make a full paper.

---

INDUSTRIAL

(As in Class I.)

---

II. COMPOSITION. Time, 1 hour.

1. Distinguish clearly between *expansion* and *enlargement*, and give examples to illustrate your answer.
2. Arrange the following clauses into a compound sentence:
  - A. I may at least plead in excuse.

- 1a<sup>1</sup>. I accomplish the present task but imperfectly (*adv. of cond.*)
- 2a<sup>1</sup>. The present task has not been previously attempted (*subs.*)
- † B. I therefore request.
- b<sup>1</sup>. You will view rather as the outline of a course of reasoning than as anything pretending to finished argument (*subs.*)
- b<sup>2</sup>. I have to state to you on this subject (*subs. obj.*)
3. Name and discuss the qualities which are essential to the proper construction of a paragraph.
4. Give in detail the chief points to be observed in the mechanical arrangement of a letter.
5. Expand into a *short* expository paragraph: "Education should train the mind, not store it."

## II.

## GRAMMAR AND ANALYSIS.

*Time, 1 hour.*

1. Give the general and particular analysis of:

*When through life unblest we rove,  
Losing all that made life dear,  
Should some notes we used to love  
In days of boyhood meet our ear,  
Oh! how welcome breathes the strain!*

2. Parse the words in italics in the above lines.
3. Give five examples of adjectives compared irregularly, and state the classes of adjectives which do not admit of comparison.
4. Form abstract nouns (not ending in *ing*) corresponding to the following verbs: Offend, deceive, measure, thieve, move, displace, absolve, fix.
5. Define the following, illustrating your answer by examples; Inflection, Predicate, Impersonal Verb, Complement.
6. Inflect the Present Indicative of the verb *to strike* in all its three forms.

## II.

## ENGLISH LITERATURE.

*Time, 1 hour.*

1. Name the author of each of the following quotations, and the poems from which they are taken —
1. "Mark, as it spreads, how deserts bloom, and error flies away."
  2. "And there were partings, such as press  
The life from out young hearts."
  3. "Careless their merits or their faults to scan,  
His pity gave, ere charity began."
  4. "A contrite heart, an humble thought,  
Are mine accepted sacrifice."

2. Quote seven lines from the poem in Reader No. V, entitled "The Four Eras."
3. Write short notes on the italicised words and phrases in—
  1. Twelve days had fear been their *familiar*.
  2. *Warsaw's last champion* from her height surveyed.
  3. From *Jura's crags* and *Mona's hills*."
  4. O'er *fell* and fountain *sheen*."
4. Give two examples of each of the following figures of speech from poems in Reader V :—Simile, metaphor, personification.
5. Derive and give meaning of gossip, caloric, mansion, caligraphy, manufacture.

### DOMESTIC ECONOMY.

(*As in Class I.*)

#### II. CHEMISTRY AND AGRICULTURE. *Time, 1 hour.*

1. What are the *agencies* concerned in the formation of soils, and how does each operate? What is the nature of alluvial soils? Of *peaty* soils?
2. How would you proceed to effect a mechanical analysis of soils? What substances would be revealed as the result of chemical analysis, and how would they be classified?
3. Enumerate and explain some of the causes of difference between *good* and *poor* land.
4. What are some of the agents through which Nitrogen may be advantageously applied for the food of plants, and from what source are they derived?
5. State what you know of the nature and use of saliva, bile, gastric juice, and chyle, in the digestive process of animals.
6. Name some of the effects of alcoholic drinks on the human system, and state in particular their effect on the liver.

N. B.—Five questions, including the last, make a full paper.

#### II. BOOK-KEEPING. *Time, 1 hour.*

1. Make the proper entries in Cash Book and Ledger for the following transactions:  
Invested in business \$3,000 in cash; paid rent in advance, \$200; bought goods from Harvey and Burton, \$9,000, paying \$2,000 in cash; sold goods to John M'Master on account, \$650.
2. Apr. 10, 1890. John Hopkins, Marysville, buys of Abram Bell, Fredericton, on account, 13 yds. Silk @ \$2.00; 40 yds. Sheeting @ 20 cts.; 35 yds. Muslin @ 10 cts.; 6 pair Kid Gloves @ \$1.50; 42 yds. print @ 10 cts.; 25 yds. Drilling @ 14 cts. Render an itemized bill June 20, and receipt the bill in full June 25.



3. John Brown buys goods to the value of \$35.80 from E. P. Gibitz & Co., and gives his Check on the Riverside Bank in payment. Write this Check.
4. Write a letter from Brown Bros. to W. P. Graham, requesting a settlement of Account.

## II.

## PHYSICS.

*Time, 1 hour.*

1. Explain the terms, *electric attraction*, *capillary attraction*, *elasticity of air*, *pressure of air*.
2. Describe the *barometer*. Why does it read the same, whether in or out of doors? Name its chief uses, giving explanations.
3. (1) Describe the action of the *pop-gun*. (2) Explain the principle of the *diving-bell*.
4. Give an account of Franklin's experiment regarding *lightning*.
5. Define *specific gravity*, and describe a simple experiment to illustrate your answer.

## I. F. &amp; II. M.

## GEOMETRY.

*Time, 1 hour 30 min.*

*Read this paper over before commencing the work.*

1. If one side of a triangle be greater than a second, the angle opposite the first must be greater than that opposite the second.
2. Make a triangle of which the sides shall be equal to three given straight lines, any two of which are greater than the third.
3. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.
4. Divide a given line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.
5. Find a line the square on which shall be equal to the sum of the squares on three given straight lines.

*Female Candidates for Class I will omit the 1st and 5th of the foregoing Questions, and work the following instead:*

- a. The opposite angles of any quadrilateral figure, inscribed in a circle are together equal to two right angles.
- b. Inscribe a circle in a given triangle.

N. B.—When Female Candidates have worked this paper they will receive, on application, the paper set to Male Candidates, and will receive credit for any correct work thereon, provided the work is in advance of Book IV.

I. F. &amp; II. M.

ALGEBRA.

Time, 1 hour, 30 min

*Exhibit the Work.*1. From the following equations, find the value of  $x$ .

(1)  $16x = 38 - 3(4 - x)$

(2)  $\frac{x-3}{4} = \frac{x-5}{6} + \frac{x-1}{9}$

(3)  $\frac{3x+5}{7} - \frac{2x+7}{3} + 10 - \frac{3x}{5} = 0$

2. Find a number such that the sum of its fifth and its seventh shall exceed the sum of its eighth and its twelfth by 113.

3. A sum of 24 dollars is received from 224 persons; some contribute 9 cents each, and some  $13\frac{1}{2}$  cents each; how many contributors were there of each kind?

4. Apply formulæ to work the following examples in multiplication:

(1)  $(2x^2 - 3x - 4)^2$ : (2)  $(x-3)^2(x^2 + 6x + 9)$

5. Find the value of:

(1)  $\frac{1}{x+y} + \frac{27}{x^2-y^2}$ : (2)  $\frac{1+3x}{1-3x} - \frac{1-3x}{1+3x}$

6. Define factor, coefficient, power, terms, exponent, and show by means of an example why all the signs of the terms of an expression to be subtracted are changed.

N. B.—When Female Candidates have worked this paper, they will receive on application the paper set for Male Candidates, and receive credit for work correctly done.

## READING.—CLASS II. &amp; III.

1. Describe the proper bodily position for reading.
2. Name the characteristic excellences of good reading.
3. Give rules for selecting emphatic words.
4. Mark the emphatic words in the following passage:

"Put out the light, and then—put out the light. If I quench thee, thou flaming minister, I can again thy former light restore, should I repent me; but once put out thine, thou cunningest pattern of excelling nature, I know not where is that Promethean heat that can thy light relume."

NOTE.—Othello speaks, as he enters the room with a candle to murder Desdemona.

---

---

**CLASS III.****III.****SCHOOL SYSTEM.***Time, 45 min.*

1. *The Annual School Meeting.*—When is it held? By whom is it called and how many days' notice must be given? State the nature of the business that is transacted at it.
  2. What is the duty of Teachers with respect to *Public Examinations, School Registers, School Returns* or *Teachers' Reports*? What is the Teacher's privilege with respect to opening and closing exercises of the School?
  3. How is the average daily attendance for the Term obtained, and how the per centage of daily attendance?
  4. Name the sources of support for Schools, as provided by law.
  5. *Trustees.*—How are they elected? Who are eligible to be elected? How long is their term of office? How may a Trustee resign office?
- 

**III.****TEACHING AND SCHOOL MANAGEMENT.***Time, 1½ hours.*

1. State the various means you would employ to make good readers and spellers.
  2. Describe the processes you mean to adopt in Teaching the first steps of Reading.
  3. State the general principles which should guide you in teaching the Rules of Arithmetic. Illustrate your plan by showing how you would teach a pupil to multiply one fraction by another.
  4. Describe briefly the plan you would adopt in teaching (1) Form, (2) Colour.
  5. What means do you propose to adopt to secure attention on the part of your pupils?
  6. Allowing 30 hours per week for School work, how much of this time would you devote to each of the following subjects: Geography, Reading, Writing, Oral Lessons?
- 

**III.****GEOGRAPHY.***Time, 1 hour, 30 min.***PART I.**

1. Insert in a circle one inch in diameter, lines to represent the Equator, Tropic of Cancer, Antarctic Circle. What is the highest latitude and the greatest longitude?
2. Give the boundaries of Canada, and name the chief mountain ranges and rivers.
3. Give the situation of the following places, and state for what each is noted: St. Petersburg, Berlin, Dresden, Constantinople, Ottawa, Hamilton, Truro, Dublin, Manchester, Washington.
4. Name the chief industries of the Province, also the exports and imports.
5. Compare New Brunswick in respect of area and population with that of (1) Nova Scotia, and (2) P. E. Island.

---

 PART II.

Draw an outline map of New Brunswick, with the chief rivers and towns accurately marked.

N. B.—The Examiner will allow 70 marks for Part I and 30 for Part II.

---

 CANADIAN HISTORY.

(As in Class I.)

---

 III.

## ENGLISH HISTORY.

*Time, 1 hr.*

1. What was the nature of the religion of the early Britons? When and how did it give place to Christianity, and with what results?
2. What was the relation of the Crown to the nobles during the period succeeding the Norman conquest? How had their relations become changed in the time of John?
3. State what you know of *two* of the following: Harrowing of the North; Rise and decay of Feudalism; Battle of the Standard; Loss of the White Ship; Mad Parliament.
4. What rebellions disturbed the reign of Henry IV? To what results did they lead?
5. What was the nature of Henry VII's title to the Throne?
6. When and how did the following places become dependencies of the British Crown: Wales, Jamaica, India, Canada, Gibraltar?

N. B.—Five questions make a full paper.

---

 III.

## ARITHMETIC.

*Time, 1 hour, 30 mins.*
*Exhibit the work.*

1. (1) Explain the terms—Unit, concrete number, notation, multiple, factor, ratio;  
(2) Express the first of the following numbers in the Arabic notation, the second in Roman numerals: Six hundred thousand and ten, Two thousand and ten.
2. Bought 38 oxen at \$36.50 each, and sold 14 at \$34 each; for how much per head must I sell the rest so as to gain \$150 on the whole transaction?
3. How many steps 1 ft. 6 in. in length may be taken in walking a mile?
4. Take from 1 the sum of its third, sixth and ninth parts, and divide the remainder by  $5\frac{1}{2}-4\frac{1}{2}$ .
5. From a stick a foot in length, how many parts can be cut off, if each part is .005 inches in length?
6. Bought 60 bbls. flour at \$5.50, and sold the whole for \$390; what was my gain per cent.?
7. Make out a proper Account for the following items:  
John E. Stuart bought of J. O. Smith, Jan. 14th, 1890— $14\frac{1}{2}$  yds. cotton at 10 cts.; Feb. 10th—24 lbs. tea at 40 cts.; March 12th—35 lbs. sugar at 8 cts.; April 11th—3 bbls. flour at \$6.50.

8. What is the length of a metre in English measure? Reduce 25.86 metres to kilometres.

### III. USEFUL KNOWLEDGE.

*Time, 1 hour.*

1. What are the different kinds of Cotton, Linen, Wool, and Silk? How is the raw material of Silk obtained?
2. Name the chief Minerals of New Brunswick, and the uses to which they are severally applied.
3. What are the principal trees of the forest, and to what uses are they severally applied?
4. Describe the Thermometer. What are its uses?
5. Name some of the effects of alcoholic drinks on the human system, and state in particular their effect on the stomach.

### INDUSTRIAL DRAWING.

*(As in Class I.)*

### III. COMPOSITION.

*Time, 1 hour.*

1. Make the necessary corrections in the following: It don't suit me to do this. Let James and he come to the front. They hadn't ought to have been so angry. This one seems more preferable than the other. Whom say ye that I am? They could not have saw it laying there. If I'd of went instead of he, it would not have happened.
2. Put into prose form the following:
 

"Not free from boding thoughts, a while  
The shepherd stood; then made his way  
O'er rocks and stones, following the dog  
As quickly as he may;  
Nor far had gone before he found  
A human skeleton on the ground."
3. Construct two complex sentences in which *that* is used (1) as a conjunction, (2) as a relative pronoun.
4. Write a brief reply in answer to a letter inviting you to spend your holidays with a friend (use fictitious names.)

### III. ENGLISH GRAMMAR.

*Time, 1 hour.*

1. Give the general and particular analysis of the following:
 

"He *that claims* either for *himself* or for *another* the honours of perfection, will surely injure the reputation he designs to assist."
2. Parse the italicised words in the last sentence.
3. Give the adverbs corresponding to the following adjectives: Good, bad, happy. Also the positive forms corresponding to—Most, first, next, oldest.

4. Write the nominative plural of—Sheep, species, beau, solo, cherub. Also the possessive sing. and plur. of—Attorney, lady, hero.
5. Write down the past tense and past participle of—Mow, shoe, work, crow, blow, weave, get, drag, lead, set.
6. Give the 3rd person plural of each tense of the Indicative Mood of the verb *weave*.

## III.

## ENGLISH LITERATURE.

Time, 1 hour.

1. (a) Name the authors of the following quotations :  
(b) The poem from which the quotation is made.
  1. "Man tramples on his fellow man,  
But God is ever near."
  2. "For virtuous acts and harmless joys  
The minutes will not stay."
  3. "A murmur of the restless deep  
Was blent with every strain."
  4. "They sleep as well beneath that purple tide,  
As others under turf."
2. Quote two consecutive stanzas from the poem in Reader IV, entitled "The Soldier's Dream."
3. Express in your own words the thought contained in—
 

"Other Romans shall arise,  
Heedless of a soldier's name ;  
Sounds, not arms, shall win the prize,  
Harmony the path to fame."
4. Give the root or derivation of *support*, *manual*, *disaster*, *geography*, *abstract*.

## DOMESTIC ECONOMY.

(As in Class I.)

FOR FRENCH CANDIDATES ONLY. REG. 31, NOTE. Time, 1 hour.

1. Translate the following passage into English :  
 Mon père est un magnifique cerisier, grand, fort et *bien fait* ; à mon avis c'est le plus *bel* arbre du verger. De son *gros* tronc *partent* trois grandes branches qui s' *élèvent* vers le ciel ; ces grandes branches donnent naissance à de plus *petites* qui portent des feuilles, au milieu *desquelles* viennent chanter les oiseaux.
2. Parse the words italicised in the foregoing passage.
3. Put into French the following sentence :  
 What will you have me to do ? The rain prevents our taking a walk. I hope to have the pleasure of seeing you. I make no doubt he will come soon. There is nobody but knows it.



---

PART III.

---

APPENDICES.

---





## APPENDIX A.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION  
ENDED JUNE, 1890.

WM. CROCKET, Esq., A. M.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to transmit, for the information of the Hon. the Board of Education, my report on the Provincial Normal and Model Schools for the year closing June, 1890.

The enrolment for the year reached the large number of 239. Since the Board ordered the return to the Single Annual Session, the attendance has steadily increased, as the following statement shows :

1887-8, .....	196
1888-9, .....	224
1889-90, .....	239

The professional standing of the students was reported to the Education Department at the close of the year as follows, viz. :

Superior.	Good.	Fair.	Not Classified.
0	55	164	1

The number recommended for the various classes of license was as follows :

I	II	III
28	114	77

**The number for Class III includes 43 students of the French Department.**

Fifteen students withdrew from the school during the year from various causes, some on account of illness, others because of insufficient scholarship, and a few from illness of friends at home.

**The enrolment for the current year (1890-91) will exceed 240.**

The following is a classified statement of the enrolment for the year :

**NORMAL DEPARTMENT.**

Number of Students Enrolled.	Male.	Female.	Both.
Junior Division, Admitted Sept. 1889,.....	28	142	170
“ “ “ Jan. 1890,.....	3	6	9
Senior “ “ “ “ .....	6	10	16
French Department. { Admitted Aug. 1889,.....	7	24	31
	5	8	13
Total for year,.....	49	190	239

The students were admitted to enrolment as follows :

As holders of Provincial and other Licenses, .....	19
“ Graduates in Arts, .....	2
“ holders of U. N. B. Matriculation Certificates, .....	2
“ “ “ Departmental Certificates, .....	1
On Examination, .....	194
“ previous Attendance, .....	11

239

The following table shows the classification of students by counties and religious denominations in alphabetical order :

COUNTIES.	Baptist.	Church of England.	F. C.	Baptist.	Methodist.	Presby-terian.	Reformed Episcopal.	Roman Catholic.	Other.	Total for County.
Albert, .....	5	..	..	1	1	..	..	..	..	7
Carleton, .....	3	2	3	3	4	..	2	..	..	17
Charlotte, .....	2	2	2	8	4	..	2	1	..	21
Gloucester, .....	..	1	..	1	..	..	15	..	..	17
Kent, .....	..	2	..	1	3	..	13	..	..	19
Kings, .....	5	4	3	10	2	2	1	..	..	27
Madawaska, .....	..	..	..	..	..	..	8	..	..	8
Northumberland, .....	1	..	..	2	7	..	4	1	..	15
Queens, .....	7	..	1	3	1	..	..	..	..	12
Restigouche, .....	..	1	..	..	6	..	1	..	..	8
St. John, .....	2	4	..	3	4	..	4	..	..	17
Sunbury, .....	..	..	..	3	..	..	1	..	..	4
Victoria, .....	1	..	..	1	..	..	..	..	..	2
Westmorland, .....	2	2	..	4	2	..	10	..	..	20
York, .....	7	8	5	10	10	..	5	..	..	45
Other than N. B., .....	..	..	..	..	..	..	..	..	..	..
Total for each Denomination, .....	35	26	14	50	44	2	66	2	239	

The winter of 1890 will long be remembered as a very unhealthy one, and the Teachers and Students of the Normal School were not exempt from its consequences. The School was called on to mourn the death of three of its number—Miss Adda Boyer, of Florenceville, Miss Ida M. Hickey, of Chatham, and Miss Maggie N. Swetka, of St. John. They were greatly beloved and deeply regretted by all.

#### FRENCH DEPARTMENT.

The enrolment in this Department for the year was 44. The Department as it is at present organized was established in the year 1884-5. The following table shows the attendance for the five complete years subsequent to its establishment as a branch of the Normal Department :

---



---

1885-6, .....	30
1886-7, .....	43
1887-8, .....	29
1888-9, .....	29
1889-90, .....	44

For the current year the enrolment is now complete and numbers 38, which, with the above, makes a total of 213 for the six years, an average of (say) 36 a year. The supply of Teachers qualified to teach in English and French ought soon to overtake the demand if this rate of attendance, or an increased one, can be maintained. The Instructor in charge of this Department, Mr. Alphée Belliveau, has been zealous in the discharge of his duties.

---

### MODEL DEPARTMENT.

I am glad to report a steady progress in the usefulness of this Department. The Staff remains as before reported, and their well-deserved reputation has not diminished. The Principal, Mr. J. F. Rogers, and his associates, Miss Ross, Miss Harvey, and Miss McLeod, have spared no pains to make the school a model school in every sense, and they deserve the success which has attended their labors.

---

### GENERAL REMARKS.

The Staff of the Normal Department is as last reported. Mr. John Brittain has fully realized my confident expectation of his fitness for the position to which he was appointed two years ago. The other Instructors have patiently and intelligently discharged their onerous duties and co-operated with me most heartily in our common efforts for the advancement of the character and scope of the training which the school is giving. If the numbers in attendance continue to increase, the advisability of appointing an additional Instructor may claim the attention of the Hon. the Board of Education at an early day.

Considerable additions were made to the permanent equipment of the school during the year, mainly in the direction of providing chemical and physical apparatus. The school needs a reference library for the use of the students very much, and I trust that action may be taken to provide it in the near future.

During the summer plans and estimates for a complete and modern system of sanitary arrangements in the basement of the building were made, and the work is now being executed. This will add greatly to the comfort and to the general health of the students.

I am pleased to report a continuance of the good conduct and deportment which has distinguished the students of the Normal School during the past.

Towards the close of the year the Board of Education ordered that, in future, students should file, in addition to the certificates of age and good character already required by Regulation, a certificate of health signed by a registered physician. This will doubtless have its effect in preventing students whose physical condition does not warrant it from being improperly subjected to the training which one in good physical health can safely and profitably undergo.

---

The Stanley Medals, for highest professional standing, were awarded to Miss Annie Moore, of Fredericton, and to Miss Minnie C. Edgar, of Chatham. The medals were presented to the successful competitors by His Honor the Lieutenant Governor, on the occasion of the public closing exercises of the school.

In the Model School the Medal was awarded to Miss Carrie McNally.

The public closing exercises were of unusual interest and were very largely attended. They reflected credit on the young ladies and gentlemen who made the arrangements for the musical and literary parts of the regular programme.

The valedictory for the graduating Senior Class was delivered by Miss Helen L. Galt.

The general tone of the School never was better than during the past year. In such a large number of young people as we had under our charge, it is desirable above all things that there should be a community of interest and harmony of feeling. These were present in a very marked degree, and from the first to the last of the year there was not, within our knowledge, anything but the freest interchange of good feeling, and the fullest sympathy and courtesy manifested. All the parts of our school system were represented in the enrolment—the University, the High and Grammar, and the Superior Schools—and it was a most gratifying proof of the efficiency of our Common Schools that students trained in them were able to stand honorably side by side with the representatives of our higher educational institutions. The class was in many important respects truly representative of our School System and its work, and of the intelligence and character of our young people, and we sent them out to their work in the schools with much confidence.

I have the honor to be,

Your Obedient Servant,

ELDON MULLIN,

*Principal.*

## APPENDIX B.

### INSPECTORS' REPORTS.

#### INSPECTORAL DISTRICT No. I.

Geo W. Mersereau, A. B., Inspector, Doaktown, N. B.

*This District embraces the Counties of Restigouche, Gloucester, and Northumberland.*

WM. CROCKET, Esq., M. A.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to submit my annual report on the condition of Public Schools in my Inspectoral Division.

Early in the year "La Grippe" visited nearly every school in my Inspectorate. In consequence the attendance fell off, and the work of the schools was carried on with less vigor than usual during the greater portion of the First Term. During the Second Term, however, increased activity was manifested in all branches of Educational work. Trustees were more attentive, pupils more industrious, and teachers more zealous than ever before, so that the net result for the year is fairly encouraging.

#### ANNUAL MEETINGS.

In several of the Parishes of Gloucester county the people, being engaged in the Cod fishery, are away from home at the time for holding the Annual Meeting, consequently in a large number of Districts, the meeting is called by the Inspector in the month of December.

During the last three months of the year the amount of my correspondence is very sensibly increased by failure on the part of Ratepayers to attend school meetings, legally called, and ignorance of the number required to form a quorum. When not more than four or five Ratepayers attend, the general practice is to do no business and write to the Inspector to call a General Meeting. This he can only do on the authority of the Chief Superintendent or Board of Education. I am trying to get them into the habit of transacting the business of the District whenever *three* or more Ratepayers attend.

#### COURSE OF INSTRUCTION.

The various subjects of the course receive a proper share of attention, and the Teachers in this part of the Province are gradually improving in their methods of teaching the various branches. There are three subjects, however, that are not at all well taught in the Ungraded Schools, viz.: Writing, Useful Knowledge, and Geography.

*Writing.*—This subject shows the greatest amount of failure. Pupils are allowed to write with the little finger and side of the hand flat on the desk. They thus acquire no freedom of movement and have to lift the pen at nearly every letter. The result is extreme slowness of execution and a cramped hand.

*Useful Knowledge.*—This is very largely treated as a memory subject, pure and simple. Teachers complain of the difficulty they experience in procuring specimens with which to teach the elementary Natural History, and this excuse is not without foundation.

*Geography* is treated too much as a memory subject also. True, maps are drawn, but more with a view of making it look well than as a means of expression of geographical knowledge gained.

It seems difficult for some teachers to grade their schools according to the course of instruction. The most common fault is to have pupils too advanced in Reading Books. This is sometimes purposely done to please ignorant, importunate parents, whose only means of judging of their children's advancement is by their progress in Reading. At other times it occurs from pupils being taught Reading at home. Inexperienced Teachers often give pupils possessing this one-sided acquirement as much reading as if they were properly graded. They must give lots of attention to this one subject, no matter how much all others have to be neglected in consequence.

#### ARBOR DAY.

Arbor Day was observed in 47 districts in this Inspectorate. 850 trees and 106 shrubs were planted, 71 flower-beds were made, many plants were potted, and a great deal of general cleaning up done.

The success or failure of Arbor Day proceedings depends entirely on the Teacher in charge of the school. Some Teachers enter heartily into the exercises, plan weeks in advance, arrange programmes, awaken the enthusiasm of the pupils, who in turn excite the interest of the parents, and the result is the successful observance of the day. Others seem to regard the day as a happy release from the drudgery of school work. A few trees are stuck into the ground without care as to whether they will live or die, and the pupils are dismissed to their homes with the impression that the celebration of Arbor Day is a first-class farce.

#### TEACHERS' INSTITUTES.

These institutions are, year by year, assuming greater importance in and making a greater impression on the teaching profession.

The Restigouche County Teachers' Institute was reorganized at Campbellton on September 25th, and all the Teachers of the County, except *four*, attended. The papers read and lessons given, were for the most part, of a very high order. A large and enthusiastic public meeting was held in the Temperance Hall in connection with it. The meeting was addressed by the Chief Superintendent, Mr. McLatchey, Chairman of the Campbellton School Board, the Rev. Mr. Carr, John McAlister, Esq., Dr. Murray, and the Inspector.

Gloucester County Institute met at Bathurst on 16th and 17th of October. Northumberland County Institute met on the same date in Chatham. They were both, as usual, interesting and profitable gatherings.

*Addington.*—One new District was erected in this parish, viz., Dawsonvale, No. 12. It was immediately organized and preparations for building commenced. No. 5 built a new School House, furnished it throughout, and opened school in it in August. In No. 8 the old building was repaired. The Campbellton Trustees adopted my suggestion of last year, in part, by opening a new Department. The school population increased so much that they found it impracticable to close the miscellaneous school. Miss Cassie Thompson, a former pupil of the Campbellton Superior School, and for several years a successful Teacher in the ungraded schools of the County, was appointed to the new Department. C. P. Steeves, B. A., of Moncton, who was appointed Principal of the Campbellton schools in January last, is careful and painstaking, and seems to be giving general satisfaction. The School in No. 4, Flat Lands, made very considerable improvement under Miss Lizzie McNair. In August the school room was very attractive, floor clean, room tidy, and windows adorned with geraniums, fuchsias, begonias, foliage plants, etc. The Trustees of No. 2, Tide Head, placed a neat woven wire fence along the front of their school lot. No. 2½, Glencoe, has built a new School House.

*Dalhousie.*—The parents in Point La Nim, No. 2, refused to provide their children with the prescribed Drawing Books. No. 10 has at last bestirred itself to build a much needed School House. In No. 8 only the children near the school house attend school. People in each end of the District claim that they are too far away to send their pupils. The School House is too small to accommodate more than half of the pupils in the District. No. 12 was organized in September, and the contract for a School House has been let.

*Colborne.*—The School in No. 2 has considerably improved under Miss Maggie Devereaux. Trustees in No. 1 (Superior) have generously supplied their school with a Terrestrial Globe and Maps of the Dominion, North America, and Europe, but they refuse to fence the front of their lot on the plea that the fence would cause the snow to accumulate at the door of the School House. Mr. Chas. H. Edgett took charge of this school in August, a short time before my last visit. He seemed to be the right man in the right place. No. 3 has a new School House just completed.

*Durham.*—In No. 7 the school improved in tone and discipline under Miss Isabella R. Fleiger. Pupils are learning self-control and acquiring habits of study. The attendance in No. 8 is increasing. The School in No. 2 has made excellent progress since Miss Drusilla Turvey took charge of it, and was at my last visit superior to No. 6, long the banner school of the Parish. No. 9 has not yet opened school but will do so in the near future. No. 1½ could not get a teacher till late in the First Term.

*Beresford.*—Attendance in No. 2 is poor in winter, because roads are poor and pupils have to travel nearly two miles. No. 3½ has a School House nearly finished. No. 12 is a "Poor District," but maintains school continuously, and has employed the same teacher, Miss Louise Boudreau, for the past six years, a credit to both people and Teacher. In No. 3 the English has been poorly taught. In No. 10A the school had been taught for several years by Local Licensees and was very backward. This year a Trained Teacher was engaged. The school improved somewhat, but it is uphill work. Most of the pupils come a long way to school. No. 11 has an old building, poorly



equipped, but the District cannot afford better just now. The people are so poor that they cannot (or will not) supply their children with slates and Reading books. No. 15 has made a great mistake in commencing to build too large a house. It seems they were under the impression that they could use the School House once a month for Divine Service. In No. 7½ the attendance is small, but the school is very satisfactorily conducted, a pleasing contrast to No. 8½, where they have more than three times the number of Ratepayers and five times the number of pupils, and a miserably conducted school—barren of results.

*Bathurst.*—The school in No. 4½ was closed Second Term. Trustees claim that they have not enough pupils to justify them in keeping school open. At last visit there were 13 enrolled, with an average attendance of 8—too many children to deprive of schooling. No. 4 School was in better condition than ever before. Schools in Nos. 3 and 15 have improved somewhat. No. 17 had a very satisfactory school at my last visit. The Ratepayers in the extremities of No. 12 are agitating for division. No. 18 has never yet had a satisfactory school.

*New Bandon.*—A school has been built and school opened in No. 3½. Trustees are making preparations to build in No. 11. No. 8 School House was painted outside. No. 2 has been supplied with a large Map of the Dominion and a Map of the World.

*Caraquet.*—In No. 9½ there were 15 pupils who refused to learn English. No progress was made in No. 9 on account of the incapacity of the Teacher, whom the Trustees persist in retaining against my advice. The pupils in No. 7 made considerable progress and the Trustees are making arrangements to build at an early date. No. 6 school was closed during Second Term to finish the interior of the school room. No. 5 has employed a Second Class Teacher for the year, but he met with such vigorous opposition from the parents that he could make no improvement in the school. In the words of one of the Rate-payers, "they prefer a *Fourth* Class Teacher if there is such a thing." Though the District is quite wealthy they *will* not supply decent furniture and appliances. Better furniture is promised for No. 10 in the Spring. The necessary amount was voted at last Annual Meeting.

*Shippegan.*—In No. 9 no suitable Teacher could be got for Second Term. There was no school in No. 9½ during the entire year. No schools were operated in Nos. 7 and 8½ during Second Term, though the Secretaries of both Districts applied to me. Mr. Edouard Chiasson has conducted the school in No. 6 for the past seven years. He is a live Teacher and does excellent work. His pupils are taught to *speak* as well as read English. The pupils in No. 4½ wonderfully improved in English as well as in their other school work.

*Inkerman.*—There are two schools in this Parish which rank with the best ungraded schools in my Inspectorate. They are Nos. 1 and 3. The former is taught by Miss Julia A. Fitzgerald, the latter by Mr. W. L. Allain. No. 7 has its school almost ready for occupation.

*Saumarez.*—The Superior School in Tracadie No. 3 was supplied with new desks. Some of them being of native manufacture are very little better than the old ones. Mr. B. D. Branscombe has been in charge of this school for the past two years, and has done

excellent work. No. 2 has a very large District with the School House in one end. It is now proposed to build in the other end and then divide the District.

*St. Isidore.*—No. 8 was organised during the year.

*Alnwick.*—No. 1½ closes school for the first three months of every year. Nos. 6, 7, 8 and 8½ have improved during the year. No. 9 employed an English Teacher with the most gratifying results. No. 4 has not improved; clearly the Teacher's fault. No. 12 has made a good beginning on a School House and will have it finished by next June. No. 14 has made no progress since last report, through the indifference of the present Board of Trustees.

*Newcastle.*—The schools in Nos. 1 and 2 have a very small attendance but are not allowed to be closed. No. 3 had school only part of the year. No. 4 had no school during the year. There are very few Rate-payers in the District and most of them quite indifferent. No. 5 has a good school; attendance large and still increasing. The Trustees are very attentive to their duties. At a Special Meeting held at Douglstown, No. 6, on the 13th of December, the Rate-payers authorized the Trustees to borrow \$2,500 to build a School House of four Departments. They hope to have the new building occupied by the first of next August.

*Newcastle-Town.* No. 7 built a new School House to accomodate one Department. The schools in this District are in excellent condition, thanks to an able Principal, an efficient staff of Teachers, and an attentive Board of Trustees.

*North Esk.*—No. 1 was again closed Second Term. Nos. 2, 3 and 4 kept school the whole year. The school in No. 2 is making rapid improvement. No. 5 held school only First Term. The Teacher in No. 6 did her duty faithfully amid many discouragements.

*South Esk.*—The Trustees of No. 13 supplied their school with new desks and built an Outhouse. Nos. 7½ and 8 did not have schools during the year.

*Derby.*—No. 3 repaired the school-room, built an Outhouse and kept a good school during the year. No. 1½ built a fence which encloses the lot. The writing in this school is very good. The school in No. 4 was exceptionally well conducted.

*Blackville.*—In No. 2, school was closed several days for want of fire wood. No. 3 had an untrained and an unlicensed Teacher for Second Term. Miss Mary E. McCarthy did good work in No. 7. No. 5 needs a better School House. The pupils in No. 6 are receiving *real* education under Mr. Otto Hildebrand, who has taught the school for the last *seven* years and has transformed it from one of the poorest to be by far the best in the Parish. No. 9 has improved considerably.

*Blissfield.*—All the schools in this Parish were in session during the entire year. No. 4 is taught by Miss Annie E. Millar, one of the most progressive Teachers in my Inspectorate. The Trustees have completed the furnishing of their school. No. 3 was more efficiently conducted for the Second Term.

*Ludlow.*—No. 5 opened school for the first time in August as was anticipated last year. Schools were maintained in all the Districts of the Parish. Boiestown No. 3 has not yet moved in the matter of providing better school accomodation, though it is much needed.

*Nelson.*—Schools were kept in all the Districts of this Parish except in Nos. 6 and 7, the former of which is not yet organized.

*Rogersville.*—One new District was organized in this Parish. Another one was laid off and awaits the action of the Board of Education. The newly elected District was at once organized and preparations for building commenced. No 15 did not maintain a school.

*Chatham.*—No. 2, which has heretofore been the poorest school in the Parish, has so improved for the past two years under Miss Sarah J. McDougall, that it can now be classed among the best ungraded schools. The teacher has provided the school with a collection of shells, stones, etc., and has decorated the walls with mottos, wreaths, and pictures. All the districts in the Parish maintain schools except No. 7, the children of which attend school in the neighboring districts, chiefly in No. 8.

*Glenelg.*—The school in No. 8 was not so satisfactory as last year. No. 9 maintained school with a very good attendance. No. 3 and No. 10 cannot afford to employ trained Teachers, and would like permission to engage untrained Teachers.

*Hardwicke.*—In No. 1, the teacher, Miss Eva Ladds, assisted by the ladies of the District, held a bazaar and raised \$60, which paid the expense of replastering the school. They met with a strong opposition from some of the Ratepayers, and also, it is said, from *one of the Trustees*. What a pity that we could not have women for Trustees in districts where the men are such incapables! No. 3 organized during the year. This district being too long, a part of it will have to be joined to No. 2, and the School House moved to the centre of the District thus enlarged. I shall try to have this done the coming year.

#### GRAMMAR SCHOOL.

Attendance at the Dalhousie Grammar School so fell off that the Principal graded pupils out of the advanced department *twice within two months*, and even then there were only 20 enrolled at the time of my visit in August. Of these *one* only professed work in advance of the 8th Standard—a sad falling off since my visit of six months before. The outbuildings were badly in need of repair.

Bathurst Grammar School was a disappointment to me at the beginning of the year. The enrolment was good, there being 51 names on the Register, and there were pupils working in Standards IX and X, but many of the pupils did not possess the mental power to do the work of the Standards. They had been advanced too rapidly. The Trustees had not graded from the lower departments judiciously.

The Chatham Grammar School was fairly efficient. A Licensed Assistant was employed to help the Principal. Much better results could be obtained by opening another Department, and the expenses would not be very greatly increased thereby.

I have the honor to be,

Your Obedient Servant,

GEO. W. MERSEREAU,

*Inspector, District No. 1.*

## INSPECTORAL DISTRICT NO. 2.

E. L. O'Brien, A. B., Inspector, Richibucto, N. B.

*This District comprises the Counties of Kent, Victoria, and Madawaska, and the Parishes of Aberdeen, Kent, and Wicklow, in the County of Carleton.*

WM. CROCKET, Esq., A. M.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to submit to you my Report for the year ending December 31st.

During the year just closed I have been able to visit every section of my Inspectoral District, and have found improvement in the Schools and Teachers. In the County of Madawaska, especially, much has been done to keep the schools in operation. Of Kent the same may be said. In Carleton County education is progressing rapidly, and while in Victoria some of the schools have closed, it is my opinion that this state of affairs must be traced to the reluctance of teachers to take schools in these poor and remote districts.

## COUNTY OF MADAWASKA.

*St. Francis.*—Every School House in this section was occupied, and in addition, a new district was organized in a very remote section. The schools are poorly equipped, and Untrained Teachers are generally employed. The first deficiency is being removed slowly; the second can only be remedied when a sufficient number of students attend the Normal School and procure permanent licenses.

*St. Hilaire.*—All the schools were in operation. Some very good work is being done in Districts Nos. 1, 2, and 3, in which good teachers are generally employed.

*Madawaska.*—In all the organized districts of this Parish, school was opened, and, in addition, two new Districts were formed, in which school was kept during the last term. The Superior School at Edmundston was improved by the addition of another department on the South side of the Madawaska River, to accommodate the large number of children in this growing and prosperous locality. Mr. Edgar M. Brundage, who was Principal here for more than a year, resigned, much to my regret, in October last.

*St. Jacques.*—All the schools were in operation, under efficient Teachers. I must make special mention of Misses Annie and Mary A. Lynch, who are doing much for education in this Parish.

*St. Basil.*—The Schools in District No. 3 are the finest in the County. An additional department was opened in August under Miss McEnery. Nearly all the teachers in the County have received their final training in this institution. The other schools were in operation under good teachers.

*St. Anne.*—Only four School Districts in this Parish have School Houses. I hope to organize one or two more during the next year.

*St. Leonard.*—Most of the schools were under the direction of trained Teachers, and as a rule well supplied with apparatus.

#### COUNTY OF VICTORIA.

*Grand Falls.*—The Superior School in the Village of Grand Falls, under the Principalship, first of Mr. D. W. Ross, and subsequently, that of Mr. Richard Wheeler, is in a good condition. Miss Truswell, the Primary Teacher, is well qualified for her work, and does it well. The other districts in the Parish are, on the whole, in a backward state, not because of the inefficiency of teachers, but on account of the poverty of the people, and the negligence of some Boards of Trustees.

*Drummond.*—This Parish is improving rapidly. All the schools but one were in operation, and, in addition, two new Districts were organized, and buildings erected. I found it difficult to procure teachers for the schools of New Denmark, where four districts have school buildings.

*Andover.*—The Grammar School, under Mr. Herman Henderson, is very successfully conducted. Good Schools are in operation at Aroostock, Bairdsville, and Carlingford. At Doverhills, an old District has been reorganized, and a building is in course of erection.

*Perth.*—Eight Schools were opened during the year in the Northern part of the Parish, and four in the Southern part, all of which are fairly equipped and well conducted. I must make special mention of the Schools in Kintore and Kincardine, in which excellent Teachers have been employed, with consequent advantage to the children.

*Gordon.*—All of the Districts in this Parish maintained Schools for some time during the year.

*Lorne.*—In this Parish there are only three organized Districts, all of which maintained Schools, which, as a rule, are well conducted, and fairly supplied with apparatus. The same may be said of the Parish of Gordon. The settlements on the Tobique, the most remote in Victoria, are to be congratulated on their perseverance in supplying educational advantages to the children. Other districts, with greater facilities, might take example from these parishes, both in the employment of good teachers and in the better equipment of their school buildings.

#### COUNTY OF CARLETON.

*Kent.*—All the schools were in operation. This Parish is rapidly progressing. Better Teachers are being employed, and more attention given to the supply of apparatus. The Superior School at Bristol, under the very capable management of Miss Gertie Wheeler, is doing very excellent work. Since Miss Wheeler took charge of this school, a better tone can be noticed; a greater desire on the part of the pupils to learn, and, in addition, there has been added an increased supply of apparatus; and considerable improvement in school grounds.

*Aberdeen.*—This Parish is well supplied with schools. It is, however, sometimes difficult to procure Teachers for the remote Districts. The schools at Glassville, particularly, are well conducted.

*Wicklow.*—This is the best Parish, educationally, in my Section of Carleton County. All the Schools were opened during the Term. Mr. George H. Wheeler did excellent work at Tracy's Mills, and of the other Districts in the Parish, it may be said that everything in reference to the school, was as much as might be desired.

#### COUNTY OF KENT

*Acadieville.*—Four schools were in operation during the year. This is a new settlement, and in course of time I hope it may rank among the other Parishes of Kent County.

*Carleton.*—The graded school under Misses Mary Maizerall and Marie Hunt is fulfilling the want of the inhabitants of Kouchibouguac; but in the other Districts, with the exception of Point Sapin, local quarrels have interfered with the best interests of education.

*St. Louis.*—Of this Parish it may be said that all the schools are flourishing. Mr. Basil Johnson, Mr. Theriault, and Miss Richard, as well as many other good Teachers, are supplying the educational wants of the people of the Parish.

*Richibucto.*—This is the District in which is situated the County Grammar School. Mr. J. S. Harrison, so long and favourably known by the people of Richibucto, resigned, and his place is filled by Mr. H. S. Colpitts, an excellent and energetic Teacher.

Mr. George A. Coates is the Principal of the Kingston School, and is ably assisted by Misses McDonald, Sutton, Lennox, and Masterton. The other schools are under the direction of very efficient Teachers; and special mention must be made of Misses Domithilde and Julienne Beliveau.

*Wellington.*—The Superior School, and the graded school in the Convent Building, are splendidly conducted, and while for some time there has been a want of educational facilities in certain sections of this Parish, it is agreeable to note that two new districts have been organized during the year.

*Dundas.*—All the Districts but one supported schools. Some of these, notably those under the management of Misses Biladeau and Doyle, and Messrs. Legere and Bourgeois, were found in excellent condition.

*St. Marys.*—Nearly all the districts in this parish supported schools. Some schools, it is true, were not opened; but I believe it is rather owing to the poverty of the inhabitants, than to the apathy of the ratepayers.

*St. Pauls.*—This is a new, and, as yet, very sparsely settled parish. Five schools were in operation, under good and efficient teachers.

*Weldford.*—The schools of Weldford have always been well supplied, both with apparatus and with good teachers. This year they have not fallen below their average.

*Harcourt.*—In this parish there are very few schools. The graded school at Weldford Station, under Mr. Wathen and Miss Buckley, is doing good work. A new department is to be opened at the beginning of the new year. At Adamsville and Kent Junction it has been difficult to procure good teachers. Misses Orr and Sullivan deserve credit for their laborious work at Coal Branch.

## INSTITUTES.

During the year two Institutes were convened within my Inspectorate. That at Edmundston was in every respect a success, but, owing to the inclement weather, the Kent County Institute was not so well attended. I believe, on the whole, that much profit was derived from both.

I have the honor to be,

Yours truly,

EDWARD L. O'BRIEN,

*Inspector, District No. 2.*

## INSPECTORAL DISTRICT, No. 3.

Geo. Smith, A. B., Inspector, Petitcodiac, N. B.

*This District comprises the Counties of Albert and Westmorland, and the Parishes of Havelock and Cardwell, in the County of Kings.*

WM. CROCKET, Esq., A. M.,  
Chief Supt. of Education,  
Fredericton, N. B. }

Sir: I have the honor to forward my Annual Report for the year ended 31st December, 1890.

The experience of the year just closed has been very similar to that of preceding years. In some districts the evidences of improvement and advancement appear on every side; the pupils have steadily advanced in their studies; the school houses and school grounds have been improved; a good supply of apparatus has been provided; and everything in connection with the schools seems pleasant and comfortable. In other districts, while the improvement has not been so marked, still there is unmistakable evidence of progress. In other districts, again, the progress made during the year is very limited. In no case, however, has there been any retrograde movement. On the whole, the work of the past year has been quite as satisfactory as any previous year.

Steeves District, No. 20, Elgin, is the only new district formed during the year. Although this district embraces but a small amount of taxable property, still there are in it a large number of children who cannot at present reach any school.

In District No. 20, Moncton, referred to in my report of last year, a new school house has been built. A new school house has also been built in District No. 23, Moncton, and one is being built in No. 19, Elgin. The usual amount of improvement in the way of repairs on the school houses, new furniture, and general apparatus, has been made during the year throughout this Inspectorate.

The two Grammar Schools in this Inspectoral District continue in charge of the same principals as when I made my last report. Mr. T. E. Colpitts continues to do excellent work at Alma, and Mr. Belyea gives general satisfaction in Shediac.

Some changes have been made in the Superior Schools. Mr. Wm. M. Burns has been in charge of the Superior School at Hillsborough for the past year. Mr. R. D. Hanson has had charge of the Superior School at Petitcodiac during the past term. Mr. Herbert B. Steeves has taught the Superior School at Elgin Corner during the past

term. Mr. A. E. Pearson has charge of the Superior School at Havelock. Mr. Wm. Somerville teaches the Superior School in District No. 11, Sackville. Mr. George J. Oulton still continues in charge of the Superior School at Dorchester, and gives entire satisfaction to all who patronize the school. Mr. W. Woodbury Wells continues to do very thorough work at Port Elgin, and Mr. Ralph Colpitts continues to teach very acceptably at Hopewell Hill.

The Revised Course of Instruction still continues to find favor in the eyes of the teachers, and its requirements are cheerfully complied with; and all the subjects prescribed are well taught.

The matter of School Libraries, referred to in several of my reports, continues to receive increased attention from the teachers. In Forest Glen District, No. 2, Salisbury, a library consisting of ninety volumes has been procured. The amount expended was forty-five dollars. The books afford pleasure and profit, not only to the pupils of the school, but to the parents as well. Mr. W. W. P. Starratt, to whom is due a large share of the credit of securing this library, has had charge of the school in this district for the past four years, and has done excellent work.

I have again to refer to a matter to which I referred last year; namely, the neglect on the part of some of the teachers to properly fill out the Registers. Some teachers do not even sign their names in the place provided for that purpose. I have noticed, too, that teachers are not as particular as I think they should be in handing over the old registers to the Secretary; for I have frequently found the old registers in a very dilapidated condition in the teachers' desks. I think also that teachers should endeavor to impress upon trustees and secretaries the importance of preserving these old registers, as they might some day be of value for reference.

For several years past Local Licenses have been granted only to teachers for French districts, and it is very gratifying to be able to report that the number of these licenses is becoming less each year. There are about forty French schools in this Inspectorate, and there were, I believe, only four untrained teachers employed this year. This shows that there has been a steady increase in the supply of trained teachers for the French schools, and, as a consequence, means a steady improvement in the condition of these schools.

Though the land, on account of the continuous wet weather, was not in a fit condition to set out trees or otherwise improve the school grounds on the day appointed for Arbor Day, still a fair number of teachers observed Arbor day either on the day appointed or on some succeeding day, so that an amount of benefit commensurate with the amount of time spent was realized.

The new school house referred to in my report of last year as being in course of construction in the city of Moncton, was ready for occupation at the beginning of the term just closed. This building is very complete in all its equipments, and Moncton is now well supplied with good school accommodation for all the children of the city.

The Westmorland County Teachers' Institute met in Moncton on the 18th and 19th December. Though the weather was very unfavorable, the attendance was good, and the sessions interesting.

I have the honor to be, your obedient servant,

GEORGE SMITH,

*Inspector, District No. 3.*



## INSPECTORAL DISTRICT No. 4.

Assistant Inspector Whelpley.

*Embracing Queens, Sunbury, and Part of Kings.*

WM. CROCKET, Esq., A. M.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR : I beg to submit the following report on my work as Assistant to Mr. D. P. Wetmore, the Inspector for this District, for the year ended 31st December, A. D. 1890.

I may recite, in explanation, that Mr. Wetmore, fearing he would be unable to compass his work as he had wished, on account of serious illness, invited me, with the approval of the Chief Superintendent, to assist him in the visitation and inspection of Schools for the three months ended June 30th, 1890. It is much to be regretted that his health continued to be so unsatisfactory that he was compelled to seek advice and relief abroad ; and the duties were by me continued. It may not be out of place that I should here record the many expressions of kindly sympathy that have been extended from all branches of the School Service, with the hearty desire that his speedily restored health may enable him to resume his work.

Mr. Wetmore's direct supervision of all matters for the three months mentioned above—his absence from home during the latter portion of the year, preventing my having the benefit of his advice and assistance—the duties of the office being entirely new to me, operate against my presenting as full and complete information as I would like, or as perhaps the service demands. The number of schools in this District, and the amount of travelling necessary to visit them most advantageously, require on the part of one man at the work, much careful consideration, and is very engrossing. Since April 1st, I have visited nearly every school in operation in the Inspectorate, and in the greater number of cases making the second visit.

In regarding the general state of the schools in this District, I am of course unable to compare this with a previous year. Speaking, however, from the point of view of an earnest inquirer, I feel justified to note the general efficiency. When one considers that, in the majority of cases—in ungraded schools, at least—the Teacher, plus a number of pupils, has brought about this desirable condition, one pauses to think over the possibilities were Trustees to bring to bear the same business acumen upon school matters which characterize their other public affairs. Much is lost by Boards not holding their regular monthly meetings.

## IRREGULAR ATTENDANCE.

The work of the teacher is sadly handicapped by the irregular attendance of pupils. I believe, from a careful examination of the question, that any measure that could be introduced tending to the lessening of this evil, would be warmly welcomed by a majority of the ratepayers of the Inspectorate. Many children never attend school at all. In this connection, my attention has repeatedly been called to the need of some scheme that would compel the regular attendance of all. In country districts, especially, have I been surprised to find such a widespread intelligence on this phase of our Free School System of Education. I respectfully submit the opinion that no measure would be complete that would leave out of its operation our country districts.

## TEACHERS' INSTITUTES.

Teachers' Institutes were held in Kings and Queens the past year. Sunbury has had none for some time. I have no doubt one will be organized there the present year. A number of causes prevent a large attendance at the Institutes of these two Counties, the chief of which is the inconvenience of reaching a suitable place, especially in Queens. The only means of conveyance is by boat, with one or more connections, necessitating the loss of more time than is desirable. The Teachers of Queens and Sunbury are keenly alive to the value of County Institutes. None more so. Could these two combine in this matter, I am of the opinion that a good organization might be kept up. The Institute of Kings was well attended, and was, I believe, successful.

## COURSE OF INSTRUCTION.

With few exceptions, I have found that Teachers are faithfully working up to the prescribed course of instruction. Many are annoyed by pupils who seem to be determined to take specified subjects only. Drawing and the branches of Useful Knowledge appear to be the ones handled the most gingerly. Those Teachers who most successfully deal with these, have the most satisfactory schools. They have got away from text books and are workers.

## APPARATUS, ETC.

Many schools are without sufficient apparatus. They particularly lack blackboard surface, good maps of the Dominion, and of the Province, lesson sheets. I have made many recommendations with regard to these, and trust they will be carried out.

## ARBOR DAY.

Eighty-eight (88) districts observed Arbor Day, as follows :

Kings, .....	48
Queens, .....	21
Sunbury, .....	19
	<u>88</u>

Many districts present a highly creditable appearance as a result of the work done on successive Arbor Days. In this particular I cannot refrain from mentioning Smith's Creek No. 10, Studholm. Miss Hamlyn shows how attractive a school may be made. It is the only school I know that has a flag-pole and flag. Some districts, however, have been given over to neglect—no pains taken to replace trees which have died. Many observe the day by cleaning the school-room and grounds. There appears to me to be an increasing tendency, that is to be regretted, to treat the day as a mere holiday, forgetting the reason for its existence.

## GRAMMAR SCHOOLS.

The Grammar School at Sunbury was closed at the date of my visit—the Principal's contract having terminated October 31st. The primary department continues in charge of Miss Ida A. H. Barker. The Grammar School at Queens, a graded school of two departments, is in charge of Mr. John R. Dunn, A. B. It is to be regretted that the attendance is not as large as could be wished.

Mr. S. A. McLeod, A. B., continues in charge of the Grammar School of Kings, a graded school of four departments. It is unnecessary for me to refer at length to the work done by Mr. McLeod, who for ten years has so ably conducted this school.

## SUPERIOR SCHOOLS.

I have visited eight of the nine Superior Schools in this Inspectorate, and have much pleasure in attesting to the excellent work done in each. I trust the application of the Trustees of Norton, No. 2, for the Superior Allowance will be entertained. They have shown commendable enterprise in establishing a graded school. An excellent school was being conducted by Mr. James Harrington at the date of my last visit. There are two in Sunbury, three in Queens, and four in Kings.

Mr. S. D. Alexander has charge of Fredericton Junction, No. 1, Gladstone. This school has recently been graded, and the necessary addition to the building has been made. It has two departments. Much credit is due Mr. Alexander. Miss H. L. Barker efficiently conducted Mauderville, No. 2.

In Mr. L. J. Flower, Wickham, No. 3, has a most enthusiastic Teacher. The school house and furniture are not quite up to the requirements. Gaspereau Forks, Chipman, is in charge of Mrs. Margaret S. Cox, and is equal to any in the Inspectorate. Mrs. Cox seems to be thoroughly *en rapport* with her work.

McDonald Corner, Cambridge, is very satisfactory. This school is in charge of Mr. J. W. Flower. Mr. William J. Goodman is Principal of the Superior School at Apohaqui. There is here an excellent Library. The room used by the primary department is unsuitable, and I hope better accommodation will be provided at an early date.

The Superior School at Clifton is well appointed and is well managed by Miss Louisa Wetmore. Mr. W. S. W. Raymond, A. B., who conducted the Superior School at Springfield Corner with much satisfaction, resigned in June, and was succeeded by Mr. Aaron Lawson, A. B., an ambitious young Teacher. I regret to learn that Mr. Lawson has also resigned, and at present this fine school is without a Teacher. Mr. A. H. Sherwood, a Teacher of experience, has taken charge of Hampton, No. 2.

Unaware that I would be called on for a comprehensive report, I have not sufficient data for a detail by Parishes, and shall note such items in each County as may be of interest.

## SUNBURY.

There is room for considerable improvement in the matter of buildings, furniture, and equipment, in this county. Solomon Creek, Northfield, and Chipman, have a good building, with suitable class-room, and well supplied with approved furniture. Many districts in the parish of Northfield do not maintain schools. During May and June, the attendance in Sheffield and Mauderville is affected by the freshets. No. 2, Sheffield and Mauderville, has a neat, new house, in which the Grammar school is located. Lincoln, No. 1, has a very creditable house, well furnished. There is here a good school conducted by Mr. A. B. White. The school at Oromocto village is not in a satisfactory condition. It might be expected to have one of the best schools in the county. Fredericton Junction has carried out the recommendation of Inspector Wetmore and is now graded. In Gladstone, No. 2, a number of ratepayers are debarred from school privileges, being separated from the school house of their district by the North Branch stream, over which there is no public road. There are two graded schools in this county.

### QUEENS.

Although generally reported as niggardly in the matter of salaries, this county has a staff of able, zealous teachers. The evils of irregular attendance are here much felt. In the Parish of Petersville, one month after the opening of the second term, three schools were visited by me, having no enrolment, and with teachers under contract. In many districts in Brunswick, quarrels over boundaries, and other dissensions, interfere with the working of schools. Districts 4 and 7 have new houses, but have not yet had schools in operation. No.'s 1 and 2 have good buildings, and are running good schools. No. 5 had a school in its new house the last term. Waterborough, No. 4, should have better accommodations. Chipman, No. 11, has an excellent building, with good furniture and apparatus. Iron Bound Cove, Chipman, contemplates building, but has some difficulty as to the site. The building in which the primary department is located in Gagetown, No. 3, is in a very dilapidated state—better quarters should be provided without delay. An excellent school is found at Upper Gagetown, under the management of Mr. S. C. Weston. A school is in operation in their new house in Gagetown, No. 1. Mr. T. W. Smith, an experienced teacher, has a good school at Hamstead, No. 4. I found the Trustees of this district negligent in the matter of carrying out recommendations made by Inspector Wetmore.

### KINGS.

There are in this County, in this Inspectorate, eight graded schools, having eighteen departments; viz., Sussex, No. 2, Sussex, No. 1, Norton, No. 1, Norton, No. 2, Apohaqui, Sussex, and Studholm, Kingston, No. 1, Hampton, No. 2, Hampton, No. 3.

*Sussex*, No. 2, has four departments, and supports the Grammar School of the County. It has a fine building, kept in excellent order. The primary department (Grades 1 and 2) is overcrowded.\* It had an enrolment, the first term, of 92.

Norton, No. 2, was graded late in the year. The room used by the primary department is not suitable, but the trustees have promised to make satisfactory provision without delay.

Affairs in Kingston, No. 1, are very unsatisfactory. The advanced department was not open the last term. Hampton, No. 2, has made a number of improvements. Improved heating apparatus has been introduced, and the building thoroughly repainted. The Secretary, Thos. A. Peters, Esq., has been untiring in his efforts to make it one of the finest school houses in the Province. Improvements have also been carried out in Hampton, No. 3. The departments are here conducted in separate buildings, which must occasion much unnecessary expense to the district for maintenance. Repairs to the building and a supply of improved furniture are urgently needed in Norton, No. 1. Springfield, No. 7, has splendid accomodation for a country district—a fine building, well appointed, with a very satisfactory school, in charge of Miss Agnes D. Gray. Mr. C. E. Black, who taught in Springfield and Norton, No. 10, with much success, and who was closely identified with educational matters in this County, resigned to accept a position in the Civil Service.

I have the honor to be, Sir, your obedient servant,

F. E. WHELPLEY,

*Asst. Inspector, District No. 4.*

\* A promise was made at a public school meeting to form a duplicate primary department. W. C.

## INSPECTORAL DISTRICT No. 5.

W. S. Carter, A. M., Inspector, St. John, N. B.

*This District embraces the Counties of St. John and Charlotte, and the Parishes of Westfield and Greenwich, in Kings County.*

WM. CROCKET, Esq., A. M.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I beg to submit the following report for the year ending December 31st, 1890:

I think an examination of the detailed reports which follow will show that this District is steadily advancing educationally.

The amount of external improvement is especially marked.

*Clarendon.*—This is a new settlement, and the population is small and scattered. In consequence there is much hardship in many cases, caused by being out of reach of a school. Two new Districts have been applied for in this Parish, and the only question is as to their ability to support a school. All the Districts are large and poor, and to take away from them territory to form new ones would still further weaken them. No. 1 has had a school in operation as usual, and keeps gradually adding to its school accommodation. I regret to report that the house in No. 2 has recently been burned. It was not insured, and its replacement will entail a heavy burthen on the ratepayers. A special meeting has been called at which I attended, and two hundred and fifty dollars voted for a new house. No. 9 has had a school in operation during a part of the year, but has no school house as yet.

*Lepreaux.*—No. 1 has few children and the school is not kept regularly in operation. Very little interest is taken in school matters in this district. No. 2 has now a well furnished and equipped school which is supported regularly, but the house is very poor. No. 3, which formerly had the best school in the Parish, has not done so well of late. It began by taking long summer vacations, and ended by having no school at all during the last term. This was rather owing to the carelessness of the School Officers than the wish of the people. It is not likely to happen again. No. 5 does not support a regular school.

*Pennfield.*—All the schools in this Parish have been in operation during the year. The schools are well equipped and good work is being done. The benefits arising from a Graded School are becoming apparent in Beaver Harbor, No. 2, and there is now an excellent school there. The school in No. 3 has fallen off somewhat from its former excellence. Owing largely to its energetic Secretary, the school in No. 6 is in a better position than ever before. It is well furnished and is soon to be painted.

*St. George.*—No schools in the County have made more real progress during the last two years than those of St. George. The contrast in the interest taken in school matters since the new school building was erected and before is most marked. No. 2 has a good school, but the house is not up to the standard. No. 3 supports a school as heretofore. Nos. 4 and 5 have supported schools more regularly than before. No. 5 has made improvements and purposes to do still more. No. 6 keeps a good school in

regular operation. No. 9 has not had a school during the year. This District is poor and contains few children. It will be opened soon. Nos. 11, 12, 13, 14, 15 and 16 have had regular schools. The new house in No. 14 has been completed and is one of the most commodious and well arranged in the County. The school in No. 12, under Miss Carrie Sullivan's charge, is an excellent one in all respects. The house in No. 16 needs repairs.

*Dumbarton.*—New furniture and apparatus has been procured for No. 1. No. 4, though a very poor district, supports a regular school. No. 6 maintains a regular and efficient school. A terrestrial globe and Worcester's Unabridged Dictionary have been added to the apparatus. The house and furniture have been for some time unsuited to the needs of the District, and money has been voted to build a new house. The site was selected and the plans provided, when a majority of the Board manifested opposition and nothing has yet been done. No. 7 has painted its house. No. 7½, which has been somewhat indifferent concerning school matters in the past, has made a decided advancement and has repaired and painted its house and built new outbuildings.

*St. Patrick.*—I have a much more satisfactory report to make regarding No. 2 than last year. Money has been voted for a new house, and from what I can learn the Trustees are determined to no longer remain behind the other Districts in the Parish in the matter of school accommodation. No. 4 has made repairs. No. 6 has a poor house. The other Districts have maintained their schools about as usual.

*St. Croix.*—No. 2 has a good school. No. 3 needs painting and refurnishing. No. 5 has neatly painted its house, which now presents a very creditable appearance. A good school is always maintained in this District.

*St. Andrews.*—The schools in the Town are doing as good work as usual. Miss Nicolson's retirement was regretted. Mr. J. F. Sutherland, who was appointed to succeed Mr. Hartt, is doing excellent work. The Grammar School is still in Mr. Brodie's charge, and the usual good work is being done.

*St. David.*—No. 1 keeps a first-class school in operation. No. 2 does not have a regular school and has very poor school accommodation. No. 3 has painted its house. No. 4 maintains the most regular school in the Parish. No. 6 has maintained its school more regularly than for a year or two past, and has painted its house. No. 10 has a good school as usual. The Superior School at Moore's Mills, No. 1½, is doing good work as usual. Mr. J. W. Moore has been succeeded by Mr. J. F. Robertson.

*Dufferin.*—The two schools in this Parish have been in operation during the year. In No. 1 money has been raised for a School Library, chiefly by the exertions of the Teacher, Miss Carrie L. Thompson. The house in this District has also been painted. No. 2 proposes not to be left behind by No. 1 in these matters.

*St. James.*—The house in No. 1 has been painted and repaired, but not enlarged as it should have been. The house in No. 2 has been painted. No. 3 needs to repair its house. A new house has been built during the year in No. 4. It has been needed for some time. No. 14 has painted and repaired its house and built new outbuildings. Miss Alice Black, Teacher in No. 13, has been instrumental in procuring a School Library for the District. The school in No. 17 has not been in operation during the year.

*St. Stephen.*—The house in No. 1 is not in appearance up to the dignity of that District. No. 4 has voted money for a new house. No. 8 needs extensive repairs. The other schools in this Parish have been conducted as usual.

*West Isles.*—No. 1 maintained a school for the usual time. No. 2 repaired its house. Nos. 2 and 7 support the best and most regular schools on the Island. They employ male teachers. Nos. 3 and 5, which formerly displayed the most educational activity of any Districts in the Parish, have retrograded lately. Both Districts need new houses and Graded Schools throughout the year. New furniture has been procured for No. 3. Some of the ratepayers of No. 5 petitioned during the year to have the District divided. As there are no special hardships in the present arrangement, it was deemed advisable in the interests of the District not to make the change. The houses in Nos. 4 and 6 have been painted and repaired.

*Campobello.*—I have little to add this year regarding the schools on this island to my report of last year. The school buildings are all good and well supplied with apparatus, but in the quality of work done they do not keep pace with the schools on the other islands. I think, however, there are indications of improvement in this respect.

*Grand Manan.*—There are four departments, including the Superior school, in No. 1. Three of these are kept in regular operation. The primary department (Grades I and II) had registered 110 pupils at the time of my visit. The enrolment in this school is much too large to permit good work being done.

No. 2 has accomodation for two departments, only one of which is kept in operation. The enrolment was 88. The Trustees have been notified to provide another teacher or an assistant. I found the school at No. 3 in very poor condition at the time of my visit. This district maintains a graded school in winter and a mixed school in summer. This interferes with the efficiency of the school. No. 4 maintains a good graded school all the time. Miss Bessie Hutchison, who taught the primary department of this school for several years, has retired, much to the regret of all. The house in No. 5 has received some repair, but needs much more.

I was much pleased with the new house and furniture in No. 9. A good school has been maintained during most of the year under Miss Welch, who I am sorry to say has also left the teaching profession.

New outbuildings and apparatus have been added to the school in No. 7. The school on Whitehead was not in operation at the time of my visit.

*Milltown.*—There has been a great advancement educationally in this town during the past year and a half. For the school term ending December 1889, the percentage of enrolled pupils daily present on an average was 83.24—the highest in the Province. This is a most gratifying exhibit for Milltown, which has heretofore been much lower. This change has been brought about largely I am sure by the increased zeal of the teachers in looking personally into the causes of absence. Probably not a little of the increased attendance is owing to music, which is now taught in the schools, and which certainly renders them more attractive to the pupils and of more interest to the parents. The attendance at the High School at the time of my last visit was much larger than at any previous one. There has been an increase of one department during the year and all the schools are very full. The buildings are excellent, and are well supplied with

apparatus. The school grounds of Milltown are studded with beautiful young trees, and are perhaps the most tastefully and artistically laid out of any in the Province.

*St. Stephen.*—The schools in this town are well maintained as usual. The number of pupils has increased to such an extent that a new department in the brick building has been opened and it is proposed to open another in another part of the town. The recent resolution of the Board to employ none but teachers holding a first class licence is a good one. It will not only insure good work in the schools, but will stimulate teachers desirous of advancement to acquire better scholarship, and increased professional training. During the year the Board has adopted the Matriculation Examinations of the Provincial University as the standard by which pupils of the High School shall graduate. The expenses attending such examination are defrayed by the Board.

It was considered that the certificate awarded by the University would be more highly prized than any diploma the Board could award.

Miss Alice Robinson, owing to poor health, has been forced to retire for a time, but it is hoped that it will only be temporary. The teachers of St. Stephen are for the most part progressive and the Board appreciative, and the work bears the impress of it.

*Musquash.*—All the school buildings in this Parish are now in good condition and are well supplied generally with furniture and apparatus. No. 5 has its new furniture, and the house is to be painted. No. 6 has painted its house. No. 7 has procured new furniture. No. 8 has one of the latest and best appointed schools in the county. No. 9, which is poorer than the others, keeps a school a portion of the time. No. 10 has procured new furniture and is to paint its house. This parish has progressed much in school matters.

*Lancaster.*—All the schools and their appointments in this parish are now, without exception, good. The schools in No. 2 have improved as to the work done and the apparatus provided. This district is cramped, and in the opinion of many should be enlarged. No. 3 has painted its house, and is to be newly furnished. No. 16 has painted its house and fenced the school grounds. It has an excellent school. No. 15 has been seriously crippled by the burning of the mills at South Bay. The other districts are well and regularly supported.

*Simonds.*—No. 1 has good buildings, but is deficient in required school apparatus. Nos. 2 and 3 are well equipped, both as to buildings and apparatus. No. 4 needs repairs and paint as to its house. No. 7 has painted and repaired its house, and needs new furniture. No. 8 has painted its house. No. 9 will not much longer lie under the stigma of having the worst school in the county. It has voted money to build a new one. No. 10, owing to the removal of a large part of its population, supports a school very irregularly. No. 12 has painted its school house. I regret to say nothing has yet been done toward building a house in No. 14. No. 15 has procured new furniture, and has fenced its school grounds. The house in No. 16 is now well furnished, and is to be painted. No. 17 does not support a regular school, as there are few ratepayers and children. I hope in my next report to be able to report a new house in No. 18. The money has been voted and the site selected. The appointments and proficiency of the school in No. 23 continue to be excellent.



*St. Martins.*—The schools in No. 2 are all doing excellent work, especially the High School, under the able direction of Mr. J. A. McIntire. Rarely have I seen a school progress so greatly during one year. All regret that he does not remain in the district. A new High School building is about to be erected, and the teachers and pupils have undertaken to provide a school library. The quarters of the primary department are not now suitable, but with the completion of the new High School this will be changed. Nos. 3 and 3½ have procured new furniture for their schools, and No. 4 will soon follow suit. The house in No. 9 needs furniture and paint. No. 10 has voted money for a new house, which is much needed. No. 11 is about to paint its house. No. 12 has procured new furniture. Nothing has as yet been done in No. 30 toward the erection of a new house.

*Westfield.*—There is no parish in my district that has made greater advancement, educationally, during the last two years than this one. There are now but one or two schools in it that are not well furnished, well supplied with apparatus, have newly painted buildings and fairly good school grounds. No. 1 has made many improvements. It has repaired its house thoroughly, both inside and outside, and provided new furniture and apparatus. No. 2, already one of the best equipped of any, has added a school library. Great credit for these improvements is due to the teacher, Miss M. E. Henderson, who has the respect and support of the whole district. A number of ratepayers in this district, remote from the school, have asked to have a new district formed. The request seems a reasonable one, and will probably be granted. The house in No. 3 has been painted, and the grounds have been improved. Nos. 4 and 5 have progressed, as usual. In the latter district I have great difficulty concerning school officers, who are constantly either leaving the district or declining to act. No. 6 has repaired, painted, and furnished its house. Nos. 7, 10, 12, and 13 have good buildings and satisfactory schools. No. 8 will have its house painted next year. No. 11 needs a new house. This district properly belongs to Inspectoral district No. 4, but I have always visited it.

*Greenwich.*—While this parish is yet behind Westfield in the matter of school buildings, I believe it will not long remain so. No. 1 has repaired and painted its house. No. 2, after frequent solicitations on my part, has voted money for a new house. No. 3 now employs a first-class male teacher, and I hope before long to see a Superior school established there. The house in No. 4 has been repaired and soon will be painted. The building and school in No. 5 are the least satisfactory of all. It is now fairly well supplied with apparatus.

*City of St. John.*—The school population of St. John appears to be increasing, especially in the North End, where I think there are about ten more departments than there were five years ago. There has been an increase in the other sections of the city, except perhaps the West End, where the number of departments is about the same. I hope before long to see Fairville, Mahogany, Milford, and Sand Point incorporated in the city of St. John. Unity is strength in school matters as in other things. As the schools in all these sections are graded and well supported, they would entail no additional taxation upon the city, while a union would solve the difficulty of Fairville, before referred to—that of extended boundaries. The St. John Board has been very active during the year in repairing and improving its school buildings, more particularly in the North End, where sewers have been introduced into all houses not before pro-

vided with them. Many repairs have been made, and hall stoves placed in buildings not heated by furnaces. A building is being fitted up on the Douglas Road to take the place of the Bentley. I hope before long to see one replacing the old Madras school. I have requested the Board to appoint a committee on light and ventilation, in both of which I think considerable improvement can be made. Both last year and this I directed the attention of the Board to the very unsatisfactory state of the singing in the schools. There is no note singing taught, and the rote singing is very poor, except in a few cases, notably those schools taught by the Sisters. It is needless for me to enlarge upon the importance of the matter here, but I understand the Board has, or is about to give, the subject consideration. In the matter of apparatus, the St. John schools are yet unsupplied with lesson sheets, and weights and measures. The High Schools also lack some needful apparatus, which is supplied by other sections of the Province. I hope the action of the Board, prohibiting the study of Latin in Grades VII and VIII, will be reconsidered. Such a course, if persevered in, will, I feel sure, lessen the attendance at the High schools, already too small for a city of the size and importance of St. John. I have directed the attention of the Board to the action of the St. Stephen Board in making the matriculation examination of the Provincial University the standard for graduation from the High school. Many of the students of the St. John High school each year pass this examination, and to make it general would be beneficial to both school and University, and bring about a closer union between them.

#### SCHOOL GROUNDS AND PREMISES.

While Arbor Day has done a great deal of good by its observance in directing attention in many districts to the condition of the school grounds and buildings, the results of the tree-planting have not been as satisfactory as I could wish. Much of my territory is on the sea coast, where trees do not seem to thrive well. The soil is also thin and rocky, and trees, after doing well for a year or two, die. In many cases very bad judgment is used in selecting trees, and still worse in setting them out. I often find trees set close to the windows and doors, in which cases, if they lived and grew, they would soon become a nuisance. If an Arbor day had been observed twenty years ago, I think it would have in some degree influenced the selection of school sites which, at that time, appear too often to have been chosen because the land could not be used for anything else. I am glad to say, however, that there are many school grounds that are models in their way, and which are well stocked with trees. In my report of each parish, a great amount of painting is shown to have been done, and its effect is very gratifying. The whole country is becoming dotted with pretty white school houses. This attention to externals can not have any but a beneficial effect, and is always followed by more interest in all that pertains to the welfare of the school. Show me a neglected and poorly-furnished school building, and I will show you a school in which no pride or interest is taken, by either teacher or pupils, and which, consequently, is not progressive. I was unable to make a full report of the observance of Arbor Day for this year, owing to some of the Principals of St. John city schools neglecting to send me reports as required, but I think about as much work was done as in 1889.

#### FURNITURE AND APPARATUS.

I am now able to say that there are very few poorly-furnished school rooms in my territory. A great deal of new furniture has been procured during the last three years.

This is especially true of St. John county, where, before that, nearly all the houses were very badly furnished. The map of Geographical Terms is in about all the schools, Lesson Sheets in nearly all, and Weights and Measures in a large number; but the necessity of these is yet a mystery to many School Boards. They are at first regarded as a suspicious innovation, but when their use is explained they are usually procured. In many districts the teachers, aided by pupils, have given school concerts and have procured Globes, Dictionaries, Blinds, and even Furniture. A most gratifying feature has been the starting of School Libraries in a number of Districts. I hope before long to be able to report a much greater number of Districts taking part in this excellent work.

#### THE SCHOOL DISTRICT.

During the year I have had to attend several special school meetings, and there have been disputes, as usual, but nothing of a serious nature; no law-suits have arisen out of school matters that I am aware of. The number of districts that fail, through neglect and other causes, to hold their annual meetings seems to be increasing. It is not always convenient for the Inspector to call them just when they are needed. He is away from home, the Chief Superintendent's consent is often required, and where the mail accommodation is poor it is difficult to time them so as to give the legal notice. I am sorry to say there are yet evidences of a disposition on the part of the majority in a few districts to curtail the school privileges of the minority.

The present assessment law entails hardship on many poor districts.

The best sentiment of this district is in favor of compulsory attendance at school.

#### GRAMMAR AND SUPERIOR SCHOOLS.

I am much pleased with the progress and character of the work done in nearly all these schools. I think, however, that more Mathematics and Science should be imparted to the pupils who attend them. As I reported last year, the work of the teachers in some of them is too heavy to be done in an entirely satisfactory manner. In Charlotte County there are all the Superior Schools that the law will allow. In St. John County the number is the same as last year. I hope that many of the High Schools of the Province will follow the example of St. John, and adopt the Matriculation examination of the University as their standard for graduation. If this is done to any extent, no doubt the University authorities will assign papers more fully harmonizing with the requirements of Grade XII by laying more stress upon Science, Mathematics, and English than is at present done. If our University is to occupy its position as the keystone of the arch of our Common School System, there must be support from below and a closer union must be had with our High Schools. The University is for the schools, not the schools for the University. Matriculation will not mean attendance at the University, though it may have the effect of turning the attention of some in that direction. Still higher value would attach to the Certificates if a Common Standard of Matriculation could be agreed upon for the Maritime Provinces, or better yet for the Dominion.

#### ATTENDANCE.

Attendance in my territory has been, during the past two years, greatly curtailed by the prevalence of diseases. In 1889 it was the Scarlet Fever; in 1890 it has been La Grippe. Attendance will never be satisfactory until we have a compulsory clause introduced into our present otherwise excellent system.

## COURSE OF INSTRUCTION.

Vigilance has to be exercised to see that the course is being carried out in its entirety in some of the schools. In some the teachers themselves fail to carry out the course through neglect. In others it is not carried out owing to objections of ratepayers. Our teachers, I hope, are improving in their methods, but there is still a great lack of intelligent effort, the form and amount of the work being regarded rather than the influence it has upon the minds of the pupils.

## COUNTY INSTITUTES.

County Institutes were held during the year at St. Andrews and St. John, and in both places were very largely attended. The Chief Superintendent of Education was present at both. A well attended public meeting was held in St. Andrews, which was addressed by the Chief Superintendent and Prof. Ganong, of Harvard. During the afternoon of the second day, the citizens of St. Andrews very generously provided conveyances for all the teachers attending, by which they were enabled to visit the points of interest about that most beautiful summer resort.

Respectfully submitted,

WILLIAM S. CARTER.

ST. JOHN, N. B., December 31st, 1890.

## INSPECTORAL DISTRICT No. 6.

H. V. B. Bridges, A. M., Fredericton, N. B., Inspector.

*This District comprises the County of York and the County of Carleton, except the Parishes of Aberdeen, Kent, and Wicklow.*

WM. CROCKET, Esq., M. A.,  
Chief Supt. of Education,  
Fredericton, N. B. )

SIR: I have the honor to submit the following report for the year ending Dec. 31, 1890.

A glance at the detailed statement of educational work in the different parishes of this large Inspectoral District will, I think, show good substantial progress during the year just closed. Increased interest has been manifested on the part of Trustees in placing schools in operation, and in providing the school room with needful apparatus and new furniture. It is a matter of regret, however, that in some districts Trustees were unable to obtain a teacher. This has been the case during both terms of the year, which would apparently indicate that the supply of teachers is not equal to the demand. The changing of teachers from district to district during the past year has been more marked than has previously come under my notice. It is due more, perhaps, to the carelessness of Trustees in not at once securing the services of a good teacher for a longer period; and also to the desire of change on the teacher's part. No teacher can attain any marked results for good in so short a period as one term, and this seemingly-growing custom of changing from district to district does not promote the true

welfare of our schools. The large majority of districts are now provided with good buildings, and no such activity as has been displayed in this direction the past few years may be looked for in the near future.

Below will be found a short review of the educational condition of the different parishes in this Inspectorate.

*New Maryland.*—In No. 1 A, Beaver Dam, where for two years there had been no school privileges, a school was placed in operation, and good work begun, but the school room was indifferently supplied with apparatus. In Nos. 2 and 3, where it has for some time been the custom to close school during winter months, ratepayers have signified their intention of maintaining school during the whole year. In No. 1, Miss Doak has successfully conducted the school for a number of years. At Green Point, No. 5, there are a number of children of an age to attend school, and I hope soon to be able to report that a school has been opened there.

*Kingsclear.*—The school in No. 9, Hanwell, which was closed the two previous years, has been opened by Trustees; building somewhat repaired; and some appliances furnished; school was doing excellent work when I visited it. At Yoho, No. 12, school was not in operation during term just closed. Trustees, however, intend opening it next term. It is but a new district, and by no means a wealthy one. Nos. 4, 10, and 11 need new furniture badly; and at No. 2, Springhill, the building needs extensive repairs, or, perhaps better still, should be replaced by a new one. The buildings here, in outward appearance at least, are not objects of envy for the ratepayers in surrounding parishes.

*Manners-Sutton.*—As was the case during previous year, all the schools in this parish have been maintained throughout the year. Comparatively new buildings, with good furniture, and provided with necessary appliances, is the order of things here. Trustees, where they are able, endeavor to retain the services of a good teacher when they are fortunate enough to procure one. The house in No. 4, Central Harvey, has been provided with new furniture throughout, during the year. Miss McAlpine has taught this school with marked success the past three years. I regret not being able to report some improvement in the room for primary department at Harvey Station. Trustees asked the Annual Meeting to vote money for this purpose, but a majority of ratepayers voted it down. The building at present is not large enough to accommodate the large number of pupils in attendance.

*Prince William.*—The school at McAdam Junction, when I visited it, was not in an efficient condition. The enrolment is too large for one teacher without employing an assistant, and for this purpose the building should be enlarged. The Trustees, however, appear slow to act in the matter. The recent change in ownership of the railroad is probably responsible for this. During the year, a new building was begun and slowly brought to completion at Blaney Ridge, on the plan of ratepayers paying their taxes by work upon building. It is a slow way of erecting a new house, and one doubtful in its expediency. Houses in Nos. 1 and 7 need repairing, and the former needs new furniture. At No. 5, Magundy, a play-ground has been purchased, and newly fenced. This supplies a long-felt want. The building at Lower Poquioc, was repaired and the room newly papered.

*Dumfries.*—During the early part of the year, the building in No. 5, Allendale, was extensively repaired, but, on account of Trustees not bestirring themselves soon enough, they were unable to obtain a teacher; the school thus remained closed during the year. No one, however, regretted this more than the Trustees, and the same state of affairs is not likely to happen again. The building in No. 2 presents an inferior appearance from without, and there has been considerable talk of erecting a new one, but still it is comfortable enough within. The school at St. Croix remained closed during the last term of year. For this action, or rather inaction, on the part of Trustees, I am unable to find any specific reason. There is a likelihood of Nos. 6 and 9 being organized at an early date; in fact, I do not think there are, at present, any families permanently residing within their boundaries.

*Canterbury.*—The building at Canterbury Station, which was destroyed by fire during last winter, has been replaced by a handsome new structure, of two departments, furnished anew throughout with desks and appliances; and the Trustees deserve great credit for the energy thus displayed in erecting a substantial building in so short a time. This school during the coming winter will be conducted as a graded school. The building in No. 22 was also destroyed by fire during last term, but it will be replaced as soon as possible. Schools in Nos. 10, 12, 10½ and 13 were closed last term on account of Trustees not being able to procure teachers. The usual inactivity has been displayed in No. 7, in school matters; a school will be maintained here, however, during the coming year. I am unable to see the necessity of the existence of Dead Creek, No. 10, as a district. It is situated on the same road, and mid-way between Nos. 9 and 11; and the buildings in these last two districts are not over three miles apart. If No. 10 was annexed to these two districts, no ratepayer would have right to complain of his distance from school, and they would thus be better enabled to run school throughout the year. Nos. 5, 9, 10½, and 21, which have not lately done so, intend to open their school during winter months hereafter.

*North Lake.*—Of the eight districts in this Parish, all were in operation during the term just closed. The new building at No. 18 was opened during the year. Nos. 13½ and 15 intend maintaining school throughout the whole year which has not lately been their custom. New buildings will soon be a necessity in Nos. 19 and 19½; and the house in No. 17 will be repaired during the present year.

*St. Marys.*—Twenty-one schools and departments were in operation in this Parish during last term of the year, those at Gibson and the town of Marysville being graded schools of four departments each. There will probably be two new districts divided off in this Parish during the coming year, Glencoe and Wellington settlements. The house in No. 1½ has not yet been moved to the centre of district. A number of districts in this Parish vote money to maintain school but nine months in the year, beginning in April; at that time of the year, however, they cannot always obtain a teacher, and in that case they have but six months school during the year. Houses in Nos. 7 and 14 were repaired.

*Stanley.*—The seventeen districts in this Parish were all maintaining schools when I visited them during the past term. There has been no move in Stanley Village yet for a Superior School. The large enrolment, generally upwards of seventy, necessitates a

trained assistant to render the school really efficient ; this school is run on too cheap a scale to promote its real welfare. Giant's Glen, No. 4, is too poor a district, and should be enlarged by the addition of some wild land from surrounding districts. Repairs upon buildings in Nos. 1½, 5, and 16, were made during the year. A large number of children in No. 6, Williamsburgh, at both extremities of district, are situated upwards of two miles from school ; I think that a division should be made.

*Douglas.*—In this large Parish, the schools have been maintained regularly throughout the year, and have for the most part been conducted by very capable teachers. The efficiency of schools in Nos. 1 and 3 would be much increased if, instead of employing untrained assistants, graded schools were established in each. The enrolment in No. 3 seldom falls below eighty, and that in No. 1 never below seventy. In No. 1, Mr. A. W. Hickson taught the school successfully for the past three terms. The Trustees, none of whom are directly interested in maintaining an efficient school, resolved upon a cheaper teacher, much to the regret of those ratepayers who had children attending school. The building in No. 12, Royal Road, was destroyed by fire during the year, and unfortunately was not insured ; it has been replaced by a house with a second story which was intended to be used as a hall. This action on the part of Trustees has given rise to considerable dissatisfaction on the part of some ratepayers. In No. 4 a new building would be an agreeable change to both teacher and pupils.

*Bright.*—At Staples Settlement, No. 11, a new building has been erected and school begun in it during the year. This should have been done the preceding year. Mr. Dennison, after six years efficient service at Smith's Corner, resigned to pursue a more lucrative line of business. The Superior School at Keswick Ridge was but ill attended when I visited it. This school seems to have fallen away somewhat from its former reputation. In No. 7½ they were not able to obtain a teacher during last term, and in this respect they have before been very unfortunate. Extensive repairs and new furniture are needed on the building in No. 9.

*Queensbury.*—In No. 7, Caverhill, the school which for years has not been used during winter months will be kept in operation the whole of the coming year. Schools are maintained elsewhere throughout the Parish very regularly, excepting Nos. 1 and 2. In No. 2 the pupils are hardly old enough to attend school in winter ; Miss Estabrooks conducted this school very satisfactorily during last term.

*Southampton.*—Commendable activity has been displayed in educational matters in this Parish during the year ; all the nineteen schools, including Howland Ridge, which is partly in Bright, having been in operation. In No. 18 the building was hurriedly completed and a teacher employed for the first time. In No. 19, Granville, a new district school has been in operation throughout the year ; the ratepayers deserve great credit for the energy they have displayed both in erecting a building and employing a teacher, as the settlement is not yet four years old. A school was opened for the first time in No. 17, Waterville, in the recently erected house ; at my visit there were enrolled thirty-two, of all ages from five to twenty, none of whom were quite up to the third standard. I regret to say that the difficulty for some time existing between ratepayers in Campbell Settlement, No. 8, has not yet been amicably settled. A class-room assistant should be employed at Millville school. In No. 1, school room was plastered inside.

*Northampton.*—No. 8 has not yet displayed any activity in the direction of organization ; this is to be regretted, as there are a number of pupils ready to go to school. In the eight remaining districts schools were in operation during the year, though not regularly. The school in No. 7, which previous to this had been closed two years, was opened again.

*Brighton.*—In No. 5, Rockland, a house has at last been built, and a teacher employed. When I visited it in November last, there were enrolled thirty-seven, and Miss Mitchell, their teacher, was rapidly bringing the school into an organized condition. There are a number of districts in this Parish which need new buildings. At Newburgh Junction, the house is very old, and entirely too small to accommodate the number of pupils in attendance. In Lower Windsor the building is in a dilapidated condition, which can only properly be remedied by building a new house. In No. 11, a new building is also necessary. At Lower Carlisle the school house was destroyed by fire during last term ; but fortunately Trustees were able to procure a building in which to hold school. A new house will soon be erected. In a number of districts in this Parish considerable land is owned by non-residents in the Parish ; they therefore derive no tax from this property, and on this account it is almost impossible for them to maintain school more than part of the year. From a good deal of observation in this direction, I am led to believe that this law—taxing non-residents of one district, who are residents of the Parish, upon all the property owned by them in Parish in the particular district in which they reside—militates in nearly every case in favour of the richer and against the poorer district. The house at Windsor Corner was repaired and painted. Trustees of Hartland School intend conducting their school hereafter as a graded one of two departments ; formerly they only employed an untrained assistant. In No. 9, Trustees have displayed great inactivity in not placing their school in operation.

*Peel.*—The schools in this Parish were all in operation when I visited them. Buildings at Peel Station and Oak Mountain are in need of repairs. At Gordonsville the school was provided with new furniture. A class-room assistant should be employed at Florenceville Station.

*Simonds.*—No. 6, St. Thomas, was not in operation during term just closed ; a new house is needed here. In No. 1 a new building has been much talked of, but as yet no active steps have been taken. The building in No. 2 needs considerable repairs.

*Wilmot.*—The graded school at Centreville has been conducted to the satisfaction of Trustees, by Mr. Benn, who, I believe, contemplates leaving. The Trustees here have, as yet, taken no steps to re-establish the Superior School. It is my opinion that this is the only way whereby the Trustees could give enough salary to retain, for any length of time, the services of a competent man. The house in Lower Bloomfield needs extensive repairing, as well as those at Williamstown, and Brookville. In No. 2, there has been no school for a number of years, there being no pupils to attend : it is likely, however, that one will be opened in the near future. The school at Digby remained unopened during the year ; there are very few pupils in the district.

*Wakefield.*—The school buildings in this parish, with one or two exceptions, are in excellent condition, and present, perhaps, a more creditable appearance than those of any parish in this Inspectorate ; they are also well supplied with good furniture and



appliances. Schools have all been in operation throughout the year, with the exception of No. 14 ; in this district there are a few pupils, and something will probably be done the coming year towards providing school privileges for them. The houses at Jacksonville, Lower Jacksontown, and Victoria Corner, were newly painted during the year ; and that at Rosedale supplied with new furniture.

*Woodstock.*—The fourteen schools and departments here were all in operation during the term just closed. The advanced department of the graded school at Upper Woodstock has been long efficiently conducted by Mr. McLean, who has instituted, in connexion with the school, a library of upwards of 160 volumes. Mr. McLean has also an excellent cabinet of minerals, as well as a large variety of wood specimens. At Benton, there have been too many changes in the Principalship of the school to permit of its attaining any high degree of efficiency ; the building here is altogether too small to accommodate the large number of pupils in attendance. At Benton Ridge, No. 9, the house needs repairing at once. In No. 4, Miss Peake, who had for a number of years conducted the school to the satisfaction of Trustees, left, to enter upon a course at the University. A substantial building has been erected in No. 10, in place of the one which was burned down during last winter.

*Richmond.*—In this parish, some districts that are quite able to support a school throughout the year, content themselves with what is generally termed a six months' school ; this is the case in Plymouth and Belleville. At Richmond Corner, Mr. Hovey has carefully performed his duties as a teacher for the past four years. The school in No. 9 was being well taught by Miss Flemming, in a new building, fairly well furnished with apparatus. In No. 17, the school building has never been properly supplied with furniture. The house at Greenville received extensive repairs during the year.

*City of Fredericton.*—Some changes have taken place in the teaching staff of this city during the past year. Miss Porter and Miss Cameron retired from the teaching profession ; and their places in the Charlotte street school were filled by Miss Vandine, and Miss Ross, from the York street school. The positions thus left vacant in York street were filled by removing Miss Everett and Miss Cliff from Wisely and Doak Settlement. Miss Nicolson was appointed to fill the vacancy at Wisely, and Miss Annie Doak, at Doak Settlement. At the close of the year, Miss Gregory, who had taught long, and, it is needless to say, successfully, in the High School, signified her intention of retiring from the staff. There has only been one feeling in this connexion, and that of universal regret at the loss thus sustained by the teaching body of the city. Miss Gregory possessed that happy faculty, so rare among teachers, of retaining, while discharging her duties strictly and impartially, the affections of her pupils, years after the subjects she had faithfully taught them may have been effaced from their memories. It is to be hoped, now that an understanding seems to have been arrived at between the Board of Trustees and City Council, the Board may see their way clear to erect a new building in place of the prison-house on York street. The Collegiate School continues its good work under the careful direction and strong executive of Mr. Foster, ably assisted by Mr. Palmer and Mr. Meagher.

*Town of Woodstock.*—During the past year there has been a decided increase in the number of pupils in the advanced standards in this town, which augurs well for the

cause of secondary education in Woodstock. Mr. Young, who taught the Broadway School successfully during the year, resigned, and Mr. Alexander was appointed in his place. High salaries for the teachers in the lower standards of the schools here, and the employment of only first-class teachers, would naturally aid in promoting educational welfare. The Grammar School has been well attended during the year. The efficiency of this school, and Mr. Steeves' success in promoting it, may be judged of by the stand which some of his pupils have taken at recent University matriculation examinations. There is, however, far too much work for one teacher in this school.

#### SUPERIOR SCHOOLS.

In York County: The Superior School at Marysville has long been successfully conducted by Mr. W. T. Day. Mr. Girdwood for two years has taught the school at Eel River, and under his careful management it has done excellent work. The other Superior Schools at Harvey, Keswick Ridge, and Forest City, have had too many, and too recent changes, to allow of their attaining a really efficient state.

In Carleton County: Mr. Hendry still continues at Florenceville. Comment on his work is needless; as a Superior School his has an enviable reputation. At Hartland, Mr. Plummer, who has taught this school well for years past, has persuaded the Trustees to grade the school, thereby increasing its efficiency. Mr. John Farley has been in charge of the Superior School at Jacksonville for the past year. An additional Superior School, upon recommendation of Inspector, is allowed by law in both counties; but, as yet, there has been no request for such from a quarter where one could legally be established.

#### COUNTY INSTITUTES.

County Institutes were held in both York and Carleton counties during the year. They were both largely attended; and excellent papers were read at each. The thoroughly practical direction of the discussions upon the different papers read in the York County Institute proved very interesting indeed. Teachers who are careless or indifferent about attending County Institutes neglect one of the best opportunities of obtaining new ideas that may be of advantage to them in their every day work.

The number of districts in this Inspectorate, reported as observing Arbor Day, has, I think, always been in excess of those of any other, and it is needless for me to state further than that the number reported this year was in excess of any previous year. In the majority of districts the pupils look upon it as an established fact, and hail the day with pleasure.

The attendance during the year has, I think, fallen below the average throughout this Inspectorate; this is due during the first term to the great prevalence of sickness—La Grippe and other diseases—but much is due to the carelessness of parents, and in this connection I cannot close this report without expressing the opinion which has so often been expressed to me, that anything like compulsory education would be strongly supported by the large majority of ratepayers in the Counties of York and Carleton.

I have the honor to be,

Your obedient servant,

H. V. B. BRIDGES.



## APPENDIX C.

### REPORTS OF BOARDS OF SCHOOL TRUSTEES.

#### I. CITY OF SAINT JOHN.

##### Board of School Trustees.

*January 1st, 1890, to April 15th, 1890.*

HON. JOHN BOYD, *Chairman*; SILAS ALWARD, Esq., D. C. L., M. P. P.; J. MACGREGOR GRANT, Esq.; HON. ROBERT J. RITCHIE, M. P. P.; EDWIN FISHER, Esq.; JOHN TAPLEY, Esq.; RICHARD FARMER, Esq.

JOHN V. ELLIS, Esq., M. P.; EDWIN J. WETMORE, Esq.; BOYLE TRAVERS, Esq., M. D.; HENRY J. THORNE, Esq.; THOMAS W. PETERS, Esq.; THOMAS C. MILLIDGE, Esq.; JAMES WILSON, Esq.; THOMAS McELROY, Esq.; MICHAEL COLL, Esq.

*April 15th, 1890, to December 31st, 1890.*

##### APPOINTED BY LIEUT.-GOVERNOR IN COUNCIL.

HENRY J. THORNE, Esq.  
WM. E. VROOM, Esq.  
D. RUSSELL JACK, Esq.  
WM. B. CARVILL, Esq. (Deceased).  
JOHN CONNOR, Esq. (Dec. 24th, 1890).

##### APPOINTED BY THE COMMON COUNCIL.

MICHAEL COLL, Esq.  
JOSEPH HORNCastle, Esq. (Deceased).  
WM. D. BASKIN, Esq.  
THOMAS W. PETERS, Esq.  
GEO. A. HETHERINGTON, Esq., M. D.  
DAVID H. NASE, Esq. (Oct. 10th. 1890).

#### COMMITTEES:

##### SCHOOLS AND TEACHERS.

H. J. THORNE, Esq.,  
*Chairman.*  
W. D. BASKIN, Esq.  
T. W. PETERS, Esq.  
W. E. VROOM, Esq.  
M. COLL, Esq.  
GEO. A. HETHERINGTON, M.D.  
D. H. NASE, Esq.

##### REAL ESTATE AND BUILDINGS.

M. COLL, Esq.,  
*Chairman.*  
D. H. NASE, Esq.  
J. CONNOR, Esq.  
D. R. JACK, Esq.  
W. D. BASKIN, Esq.

##### FINANCE.

T. W. PETERS, Esq.,  
*Chairman.*  
W. E. VROOM, Esq.  
GEO. A. HETHERINGTON, M.D.  
J. CONNOR, Esq.  
D. R. JACK, Esq.

## Report of the Board of School Trustees of the City of St. John.

*To His Honor Sir Samuel Leonard Tilley, C. B., K. C. M. G., Lieutenant-Governor of the Province of New Brunswick, and the Honorable the Board of Education ;*

*William Crocket, Esquire, A., M., Chief Superintendent of Education :*

### GENTLEMEN :

The Nineteenth Annual Report of the Public Schools of the City of Saint John, covers the operations of the School year, January 1st to December 31st, 1890.

The united School Board of Saint John and Portland, amalgamated by special Act of Assembly, consequent upon the union of the two Cities, continued to act until the appointment of their successors on April 15th, 1890, pursuant to the provisions of the Act of Assembly 52nd Victoria, Chapter xxii, (4) and the new Board met and organized on May 6th, 1890.

During the year it has been the melancholy duty of the Board to place on its records resolutions *in memoriam* the removals by death of three of its members ; viz, Thomas McElroy, Esq., for many years a faithful and painstaking member of the Portland School Board, who continued to sit with the united Boards up to the time of his death, which occurred on April 17th, 1890 ; Joseph Horncastle, Esq., who during the brief period of his service from May 6th, 1890, to the time of his death on October 9th, 1890, took a deep interest in the schools, especially those of the North End, and was indefatigable in his efforts to secure the comfort of pupils and provide means and appliances for the successful prosecution of the work of the teachers ; and William B. Carvill, Esq., a young and active member, whose sudden death on December 9th, removed from the counsels of the Board and the duties of his office as Trustee a valued, intelligent, and energetic worker.

In this connection also, mention should be made of the name of William Kilpatrick, Esq., the prudent, careful and highly esteemed Secretary of the Portland School Board for many years, whose services in connection with the work at the North End were continued until the time of his death, which occurred on February 26th, 1890.

The death of Mr. McElroy occurred two days after the appointment of the new Board upon which he had not been re-appointed, and therefore no new appointment was necessary.

The place of Mr. Horncastle was filled by the appointment of David H. Nase, Esq., who took his seat at the meeting held October 14th, 1890. The successor of Mr. Carvill was John Connor, Esq., whose appointment dates from December 24th, 1890.

The business of the Board has been transacted at regular monthly and many special meetings, and carried into execution under the supervision of the respective committees by the officers of the Board.

The following summary presents the leading features of the returns prepared and

forwarded to the Board of Education at the close of the two school Terms into which the year is divided. The double set of figures opposite the item of days schools were opened, arises from the fact that certain teachers were unable to attend the meeting of the Teachers' Institute, and their departments were, in consequence, kept in operation longer than in other buildings.

## FIRST TERM.

*January, 1st, 1890, to June 30th, 1890 ; Schools opened January 6th (7th) ; Closed June 25th (30th).*

Number of days schools were in operation, ....	118-121
Same term last year, ....	116-122
Number of Departments, ....	Day Schools, 137
	Night " 5
	142
Same term last year, ....	Day Schools, 129
	Night " 3
	132

## DIVIDED AS FOLLOWS :

Grammar, ....	6
Increase, ....	1
Advanced, ....	36
Decrease, ....	4
Advanced and Primary, ....	19
Increase, ....	4
Primary, ....	76
Increase, ....	7
Night, ....	5
Increase, ....	2
Number of pupils enrolled on school registers, ....	6,789
Increase on same term last year, ....	163
Number of boys, ....	3,428
Decrease on same term last year, ....	38
Number of Girls, ....	3,361
Increase on same term last year, ....	201
Number under 15 years of age, ....	6,383
Increase on same term last year, ....	358
Number over 15 years of age, ....	406
Decrease on same term last year, ....	195
Number of pupils when reduced by transfers, ....	6,633
Increase on same term last year, ....	102
Grand total days' attendance, ....	528,956½
Increase on same term last year, ....	40,557½
Number of pupils daily present on an average, ....	4,714.87
Increase on same term last year, ....	306.56
Percentage of enrolled pupils daily present for full term, ....	72.40
Increase on same term last year, ....	5.91

Number of pupils attending Grammar Schools, ....	215	
" " " Advanced " ....	2,077	
" " " Primary " ....	4,497	
Number of pupils reported new to the schools, ....		602
Decrease on same term last year, ....	183	
Average number of pupils to each teacher, Day Schools, ....		48
" " " " Night " ....		19

## SECOND TERM.

*July 1st, 1890, to December 31st, 1890; Schools opened August 18th, 1890; Closed December 19th, 1890.*

Number of days schools were in operation, ....	85½—87½	
Same term last year, ....	87—89	
Number of Departments, ....		125
Decrease on same term last year, ....	4	

## DIVIDED AS FOLLOWS:

Grammar, ....	7	
Increase, ....	1	
Grammar and Advanced, ....	1	
Increase, ....	1	
Advanced, ....	43	
Increase, ....	3	
Advanced and Primary, ....	11	
Decrease, ....	3	
Primary, (same as last year), ....	73	
Number of pupils enrolled on school registers, ....		6,786
Decrease on same term last year, ....	100*	
Number of boys, ....		3,254
Decrease on same term last year, ....	229*	
Number of girls, ....		3,532
Increase on same term last year, ....	139	
Number under 15 years of age, ....		6,515
Increase on same term last year, ....	134	
Number over 15 years of age, ....		271
Decrease on same term last year, ....	234*	
Number of pupils when reduced by transfers, ....		6,731
Decrease on same term last year, ....	54*	
Grand total days' attendance, ....		427,260½
Decrease on same term last year, ....	11,964½†	
Number of pupils daily present on an average, ....		5,097.22
Decrease on same term last year, ....	219.17	
Percentage of enrolled pupils daily present for full term, ....		76.
Decrease on same term last year, ....		

\* During the same term last year six night schools were in operation, with an enrolment of nearly 800, so that the registration of day schools this term was really larger than for that of 1889.

† This term was 1½ days shorter than that of 1889.

## Number and percentage of pupils attending the several departments.

	No.	Per cent.	
Grammar Schools, . . . . .	242	3.56	
Advanced " . . . . .	2,194	32.32	
Primary " . . . . .	4,350	64.12	
Number of pupils reported new to the schools, . . . . .			1,043.
Decrease on same term last year, . . . . .			175

## SCHOOL YEAR.

Number of days in school year, . . . . .			203½-208½
Last year, . . . . .			203-208
Total number of pupils enrolled, . . . . .			7,676
Decrease on last year, . . . . .			73*
Total days' attendance by pupils while belonging, . . . . .			956,217
Average number of days each pupil attended, . . . . .			125.87
Increase on last year, . . . . .			6.16
percentage of enrolled pupils daily present on an average, . . . . .			74.07
Decrease on last year, . . . . .			1.15
Total receipts for the year amounted to . . . . .			\$81,333 21
From the following sources :			
Assessments, . . . . .		\$68,619 95	
County School Fund, . . . . .		12,163 35	
Rents, interest, &c., . . . . .		549 91	
The total expenditure for the year amounted to . . . . .			\$90,345 82
For the following services :			
Salaries of Teachers, . . . . .		\$48,935 54	
Interest on Debentures and Bank loans, . . . . .		15,789 49	
Rent and Insurance, . . . . .		6,420 70	
Water, fuel, and light, . . . . .		5,007 90	
Maintenance, including ordinary repairs to build- ings, . . . . .		3,888 75	
Care of buildings, . . . . .		4,088 18	
Office, including salaries of secretary, clerk, and office expenses, . . . . .		2,198 81	
Permanent repairs to buildings, . . . . .		1,597 18	
Furniture and apparatus, . . . . .		217 50	
Lands and buildings, . . . . .		2,061 35	
Books for indigent pupils, and incidentals, . . . . .		140 42	
Bank loan, . . . . .		7,028 15	
The expenditure on Capital Account amounted to . . . . .			\$ 3,876 03
The cost per pupil on capital account was, . . . . .			50
The expenditure on income account, less interest on de- bentures and loans, was, . . . . .			70,680 30
The cost per pupil on ordinary expenditure was, . . . . .			9 21

\* No night schools were opened during the second term, which will thus account for the apparent decrease.



The expenditure on income account was, . . . . .	\$ 86,469 79
The cost per pupil on income account was, . . . . .	11 26
The cost per pupil on the entire expenditure was . . . . .	11 76

## LANDS AND BUILDINGS.

During the year the Board has not acquired any new property in lands, but it has added to its buildings by sundry erections upon school lots for the better sanitary condition of the schools; by the purchase of an unfinished building, now in course of erection, to be used as a new school building in place of the Bentley school; and other improvements to existing school premises. Of the latter are two new outbuildings on the Indiantown school lot, framed, 12 ft. by 15 ft., and 12 ft. by 13 ft. respectively; posts, 9 feet, set up on solid foundation 15 inches above yard, level, with gravel roof, and asphalt floors. The walls are bricked up 3 feet all round, and coated with cement, and sheathed above to ceiling. Brick vaults, or latrines, are provided with water pipes and hose, so that they may be thoroughly flushed and cleaned at all times. Each building is provided with a brick flue, and self-feeding stoves are used to keep up a comfortable temperature, and prevent the water from freezing. Storm porches are placed over each entrance.

By arrangement with the owners of the St. Peter's and Madras school properties, the Board has also erected buildings with similar provisions for the pupils of those schools. These buildings are on stone foundations, brick wall to height of 3 feet above asphalt floors. Sheathed inside and clap-boarded outside to ceilings and roof. The building on the St. Peter's Boys' and Madras school lots is 30 feet long, 22 feet wide, and 9 feet from floor to ceiling, with proper divisions for boys and girls. That on the St. Peter's Girls' school lot is 20 feet long, 15 feet wide, and same height. All have brick water vaults, and there are stoves for winter use.

The newly purchased building on the corner of Douglas Avenue and Bentley street was obtained for \$600; carrying with it a lease of the ground at an annual rental of \$50. The lot is 50 feet front, by a depth of 240 feet, and the building two stories, and mansard roof, above brick basement. There is also a large barn, which will be used for fuel shed, and outbuildings. With the proposed changes now going on, this building will give accommodation for five schools (rooms about 20x30 feet), leaving the whole of the basement, which is above ground for janitor's apartments, and furnace rooms, or, if necessary, providing accommodation for at least another school. The cost of these improvements is estimated at about \$2,000:

Fences have been erected as required upon the Centennial, Peel street, and Queen street school lots, and, in addition, the wooden outbuildings of the Peel street school were completely rebuilt.

The yard of the Victoria annex, and parts of the Centennial yard, were asphalted.

In addition to these changes, many minor improvements have been made from time to time.

## TEACHERS.

During the year ended December 31st, 1890, 164 teachers were in the employment of the Board for a longer or shorter period.

Of these, 150 were members of the regular staff, while 14 were regular and special reserve teachers. The number of male teachers was 28, and of female teachers 136.

During the second term of the year there were 135 Regular and 8 Reserve and Assistant teachers. 76 of these were teachers of the First Class, 59 of the Second Class and 88 of the Third Class.

The following Teachers resigned during the year :

School.	Teacher.	Standards Taught.	Length of Service.
Millidgeville, . . . . .	Wm. B. DeLong, . . . . .	I to VII.	3 years.
Spar Cove, . . . . .	Mary E. Cole, . . . . .	I to V.	2 "
Indiantown, . . . . .	Ritta Y. Jones, . . . . .	IV and V.	2½ "
St. Peter's (Boys), . . . . .	Ella St. A. Kerr, . . . . .	II and III.	6½ "
" " . . . . .	Mary E. Hogan, . . . . .	II and III.	1½ "
" (Girls), . . . . .	Ellen Lawlor, . . . . .	IV and V.	10½ "
St. Vincent's, . . . . .	Mary Shortland, . . . . .	VII and VIII.	14 "
St. Joseph's, . . . . .	Annie McGirr, . . . . .	IV.	5 "
Victoria, . . . . .	Mary Sealy, . . . . .	I	"
St. Patrick's, . . . . .	Helen M. Kirk, . . . . .	IV to VI.	8 "
" . . . . .	Sarah M. Daley, . . . . .	I.	1½ "
Peel Street School, . . . . .	Maggie J. Long, . . . . .	I and II.	7½ "
Leinster St. " . . . . .	Belle P. Nugent, . . . . .	VI.	8 "
St. Peter's " . . . . .	M. J. McKenna, . . . . .	VII and VIII.	6 "
Reserve. . . . .	Isabella Humphrey, . . . . .		19 "

Miss Shortland (Sister Bernard), who had for so many years filled the post of Principal of St. Vincent's school, to the entire satisfaction of the Board, retired at the close of the first term, on account of failing health.

It was with deep and profound regret that the resignation of Miss Nugent was accepted. As the third teacher in the Leinster street school, and instructor of the sixth standard boys, Miss Nugent performed her duties in an eminently satisfactory manner. She brought to her work the single-hearted devotion to a great cause which it is the happiness of few to possess ; and she left the service with the knowledge that her work in our schools had been fraught with the best and highest good.

Below is submitted a table, showing the transfer of teachers for the year :

TEACHER.	School to which Transferred.		School from which Transferred.	
	School.	Standards.	School.	Standards.
M. L. Lanburn, . . . . .	Indiantown, . . . . .	III.	Indiantown, . . . . .	II.
E. M. Aitken, . . . . .	" . . . . .	II.	" . . . . .	III.
Lillie M. Roberts, . . . . .	Madras, . . . . .	III.	Madras, . . . . .	II.
Kate J. McJunkin, . . . . .	" . . . . .	II.	" . . . . .	II and III.
Mary E. Hogan, . . . . .	St. Peter's (Boys'), . . . . .	II and III.	St. Peter's (Boys), . . . . .	I and II.
Alicia McCarron, . . . . .	" " . . . . .	II and III.	" (Girls), . . . . .	I.
Mary E. Hayes, . . . . .	" (Girls'), . . . . .	VI.	" " . . . . .	II and III.
Annie Cassidy, . . . . .	" " . . . . .	I.	St. Joseph's, . . . . .	I and II.

TEACHERS TRANSFERRED TO OTHER SCHOOLS—*Continued.*

TEACHER.	School to which Transferred.		School from which Transferred.	
	School.	Standards.	School.	Standards.
A. E. Livingstone,...	Winter Street,...	VII.	Albert,.....	VII & VIII
Lizzie G. Corbet,...	" .....	III and IV.	Winter Street,...	I and II.
Sarah A. Armstrong,.	" .....	II.	" " .....	III and IV.
Mary G. Gunn,.....	" .....	I.	" " .....	II.
Lillie Herrington,...	Centennial, .....	IV.	Centennial, .....	II.
E. Estey,.....	" .....	III.	" .....	III and IV.
C. A. D'Orsay,.....	" .....	II.	" .....	II and III.
Frank J. Sweeney,.	St. Malachi's,.....	VI.	St. Malachi's,.....	V.
Wm. J. Mahony,....	" .....	V.	" .....	IV and V.
James R. Sugrue,...	" .....	IV and V.	" .....	VI.
Eveleen M. Enslow,...	" .....	III and IV.	" .....	III.
Kate E. Lawlor,.....	" .....	III.	" .....	I and II.
Annie G. Flaherty,...	" .....	III and IV.	" .....	II.
Kate A. Colter,.....	" .....	I and II.	" .....	II.
Mary M. McDonald,.	St. Joseph's,.....	IV and V.	St. Joseph's,.....	III and IV.
Hattie O. Howard,...	Victoria, .....	I and II.	Victoria, .....	I.
John McKinnon,....	Albert,.....	VI and VII	Albert,.....	IV and V.
B. A. MacLeod,.....	" .....	V.	Winter Street,....	VII.
B. A. Brittain,.....	" .....	III.	Albert,.....	I and II.
A. V. Graves,.....	" .....	II and III.	" .....	III and IV.
B. Wilson,.....	" .....	II.	" .....	II and III.
Annie Allen,.....	" .....	I.	" .....	I and II.

The following teachers were appointed to the regular staff, during the year :

TEACHER.	Class of License.	SCHOOL.	Standards Taught.
Stella T. Payson,.....	I.	Millidgeville, .....	I to IX.
Henrietta Henderson,.....	III.	Spar Cove, .....	I to V.
Jessie S. Livingstone,.....	II.	Indiantown,.....	IV.
Maud Wilson,.....	II.	Peel Street, .....	III and IV.
Mary J. Doherty, .....	II.	St Peter's (Boys),.....	II.
Kate O'Neill,.....	II.	" (Girls),.....	II and III.
Joseph W. Harrington,.....	I.	" (Boys),.....	VII and VIII
Jane Murphy,.....	III.	" .....	I and II.
Bessie Myles,.....	II.	Winter Street, .....	II.
Ellen McKenna,.....	I.	St. Vincent's, .....	VII to IX.
Bessie G. Thompson,.....	I.	Leinster Street, .....	V.
Mary Cormier,.....	II.	St. Joseph's, .....	IV.
Kate O'Riley,.....	II.	" .....	I and II.
Matilda H. Shaw,.....	II.	Victoria, .....	I.
Maggie McMillan,.....	II.	St. Patrick's,.....	I.

Previous to her appointment to the regular staff, Miss Myles had been employed on the reserve staff for a year.

Miss McKenna had been a member of the city staff some years ago. In the meantime, she had been teaching in Fredericton.

At the close of the year, the following teachers were members of the Reserve Staff:

Miss Martina Quinn, attached to St. Peter's Schools.

Edith Williams, attached to Madras School.

Ella Paterson, attached to Bentley School.

O. Humphrey, attached to Centennial School.

M. E. Gallivan, attached to St. Malachi's School.

M. E. Cameron, attached to Victoria School.

June W. Estey, attached to Albert School.

While the Reserve Teachers are nominally attached to certain schools, they may at any time be called upon to perform work in any part of the city. When they are not engaged in supplying for absent teachers, they assist in overcrowded departments, under the direction of the Superintendent.

#### PUPILS.

The total number of pupils enrolled during the year, 7,621, is somewhat less than that recorded for the year 1889. This apparent falling off in the enrolment can be easily accounted for, by the fact that a very large number of pupils attended the evening schools during the second term of the previous year, who were not enrolled in 1890.

The average daily attendance for the year was in the neighborhood of 5000. These figures would have been much higher had the schools not been visited by an exceedingly severe attack of influenza, during the months of January, February, and March. The extremely cold weather of December, exceeding in severity that of almost any previous year, had a tendency to lower the attendance.

Before the benefits to be derived from a system of Free Public School Education can be enjoyed by that class of people whose condition it is most desirable to better, we must have some Act which will compel the attendance of all children between certain ages, for a portion of each year. The number of children of school age in St. John, enrolled in public and private schools, is some hundreds lower than it should be, but the number of children enrolled at school, who attend less than twenty-five days each term, is also very large. The registers of the second term show that 456 of the pupils made an attendance of 25 days or less, when it was possible to attend 85½ days. Many of these pupils were no doubt compelled through circumstances to be absent from school, but many more were so placed that their attendance could have been very much better than it was.

#### NEW SCHOOLS OPENED,

In August it was found necessary to open an additional department in the Winter street building. At the same time a fourth department was added to the Girls' High School.

The need for further accommodation for the pupils in many parts of the city is becoming more and more apparent.

The Peel Street, Bentley, Madras, St. Peter's (Boys'), and St. Peter's (Girls'),

Winter Street, Centennial, and more particularly the St. Joseph's and Leinster Street Schools, are too crowded to admit of effective work. The Board feels that this question demands a solution in the immediate future. The recent purchase of the building on the Douglas Avenue will relieve the four schools first mentioned to a considerable extent.

PARTICULARS OF SCHOOL ATTENDANCE.

The following Table furnishes a list of the Teachers, showing classes of licenses, standards taught, number of pupils enrolled, average daily attendance, and percentage of attendance, for the 1st and 2nd terms of the year 1890.

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term.	2nd Term.	No. Enr.	Av. Att.	Per cent. Att.	No. Enr.	Av. Att.	Per cent. Att.
SANDY POINT ROAD,	Livingstone, Pauline,	II	1-7	1-7	41	26	63	37	27	75
MILLIDGEVILLE, ....	DeLong, Wm. B., ....	II	1-7		55	27	49			
	Payson, Stella T., ....	I	..	1-9				52	28	53
SPAR COVE, .....	Cole, Mary E., .....	III	1-5		18	8	45			
	Henderson, H., ....	III	..	1-5				24	13	55
INDIANTOWN, .....	Dill, Geo. W., .....	I	8	7, 8	39	28	72	45	38	84
	Sutherland, J. K., ...	II	7	7	44	34	76	38	32	84
	Murphy, Grace, .....	I	7	7	33	22	67	36	28	76
	Green, Hattie M., ...	II	5, 6	6	54	45	84	42	37	89
	Livingstone, J. S., ..	II	4, 5	4	47	36	76	51	41	80
	Sanburn, M. L., ....	II	2	3	55	43	78	48	39	82
	Aitken, E. M., .....	I	3	2	45	36	79	44	33	75
	White, Hannah, ....	II	1	1	64	53	82	50	38	76
PEEL STREET, .....	Frost, Edwin H., ...	II	5, 6	5	48	37	77	59	43	73
	Williams, C. E., ...	II	3, 4	3, 4	43	32	74	48	37	78
	Gray, Maggie R., ...	II	2, 3	2, 3	46	35	76	45	33	74
	Long, Maggie J., ...	II	1, 2	1, 2	56	37	65	60	45	75
BENTLEY, .....	Myles, W. J. S., ...	Gr. S.	5, 6	5, 6	36	27	75	37	30	80
	Vanwart, P. K., ...	I	3, 4	3, 4	45	34	75	40	34	86
	Purdy, Jessie, .....	II	1, 2	1, 2	58	39	66	69	52	75
MADRAS, .....	Brown, M. D., .....	I	5, 6	5, 6	44	32	74	48	40	84
	Kerr, Kate A., .....	I	3, 4	4	64	48	75	46	35	76
	Roberts, Lillie M., ..	II	2	3	60	41	69	57	43	76
	McJunkin, K. J., ...	II	2, 3	2	47	36	77	61	44	72
	Gray, Sarah, .....	II	1	2	51	38	74	45	39	86
	Baxter, Lillie E., ...	II	1	1	74	40	54	106	70	66
ST. PETER'S, .....	McKenna, M. J., ...	I	6-8	7, 8	47	35	75	35	26	74
	McCluskey, M. H., ...	I	5, 6	5, 6	52	38	73	56	43	75
	Smyth, Sarah, .....	II	3, 4	3, 4	58	37	64	56	47	83
	Hogan, Mary E., ...	II	2, 3		56	43	76			

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term.	2nd Term.	No. Enr.	Av. Att.	Per cent. Att.	No. Enr.	Av. Att.	Per cent. Att.
ST. PETER'S, ..... (Boys).	McCarron, Alicia, ..	II		2, 3				51	41	80
	Doherty, M. J., ....	II	1, 2	2	60	40	67	56	43	78
	Berry, M. E., ..... III	III	1	1	61	34	56	65	44	67
ST. PETER'S, ..... (Girls).	Burchill, S., ..... I	I	7, 8	7, 8	35	26	73	38	31	83
	Hayes, M. E., ..... I	I	2, 3	6	59	40	68	36	29	81
	O'Grady, E., ..... III	III	5, 6	5	43	25	59	50	36	72
	Lawlor, Ellen, ..... III	III	4, 5		47	35	74			
	O'Mahony, Susan, ... III	III	3, 4	3, 4	51	37	72	60	44	74
	O'Neill, Kate, ..... II	II		2, 3				61	43	70
	Murphy, Jane, ..... III	III		1, 2				64	48	75
	McCarron, ..... II	II	1		50	31	61			
	McKenna, Maggie, .. II	II	1		67	31	46			
	Cassidy, Annie, ..... II	II		1				70	49	70
WINTER STREET, ...	Parlee, Wm. H., .... I	I	8	7, 8	28	23	82	45	38	84
	MacLeod, B. A., .... I	I	7		43	28	65			
	Livingstone, A. E., ... I	I		7				43	30	70
	Iddles, Amy, ..... I	I	6	6	45	31	70	49	38	78
	Cairns, Ella, ..... II	II	5	5	44	32	73	66	51	77
	Taylor, Sarah, ..... I	I	4	4	51	40	79	46	40	86
	Armstrong, S. A., ... II	II	3, 4	2	48	38	79	51	38	74
	MacDonald, Ada, ... II	II	3	3	56	44	79	51	42	82
	Myles, Bessie, ..... II	II	1	2	40	27	68	49	37	74
	Gunn, Mary G., .... II	II	2	1	56	42	75	62	44	72
	Corbet, Lizzie G., ... I	I	1, 2	3, 4	63	40	64	58	45	78
	Barlow, Etta, ..... I	I	1	1	72	51	70	64	46	71
CENTENNIAL, ..... Town, Henry, ..... I	Town, Henry, ..... I	I	4	4, 5	49	38	77	56	43	77
	Yerxa, E. Ira, ..... I	I	4	4	40	31	76	39	29	73
	Thompson, Belle, ... I	I	3	2, 3	45	36	81	52	43	83
	Rowan, Jennie M., ... II	II	2	2	53	38	71	43	32	70
	Thomas, Lizzie J., ... I	I	1, 2	2	61	44	73	53	39	74
	Read, Lizzie S., .... I	I	1	1	70	40	58	71	49	69
	Hea, Annie M., .... I	I	4	5	49	40	82	45	35	78
	Herrington, L., ..... I	I	2	4	51	37	73	56	44	77
	Estey, E., ..... I	I	3, 4	3	43	30	71	56	43	71
	D'Orsay, C. A., ..... II	II	2, 3	2	52	36	69	72	56	78
	McKay, Lillie, ..... I	I	1	1	77	45	58	78	49	62
	Humphrey, Isabel, ... II	II	1		59	32	55			
WATERLOO STREET, ..	Simpson, Wm. C., ... I	I	7, 8	7, 8	39	29	74	38	30	79
	Dieuaide, F. L., .... I	I	5, 6	5, 6	42	29	70	40	32	79
ST. VINCENT'S, ....	Shortland, Mary, ... I	I	7, 8		21	13	63			
	McKenna, Ellen, .... I	I		7-9				45	36	80
	McLeod, Frances, .... II	II	5, 6	6	43	32	75	44	38	86

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term.	2nd Term.	No. Enr.	Av. Att.	Per cent. Att.	No. Enr.	Av. Att.	Per cent. Att.
ST. VINCENT'S, ....	Cosgrove, B., . . . . .	II	1, 6	2-6	45	41	92	43	42	98
GRAMMAR, . . . . .	McLean, Wm. M., ...	Gr. S.	11, 12	11, 12	24	19	77	33	22	66
	Devitt, Geo. R., ....	I	10	10	31	22	70	33	26	78
	Manning, Edward, ..	I	9	9	42	24	57	36	30	83
LEINSTER STREET, ..	Thompson, John, ....	I	8	8	41	32	78	44	37	84
	Wilson, Wm. J., ....	I	7	7	57	45	79	56	47	84
	Nugent, Belle P., ....	I	6	6	52	44	84	49	43	87
	D'Orsay, L. M., ....	I	5	5	61	48	79	64	49	75
	Salter, L. L., . . . . .	I	4	4	52	39	76	58	44	75
	Turner, E. R., . . . . .	I	3	3	59	46	79	57	49	86
	Henderson, F. E., ...	I	2	2	55	42	77	60	48	80
	Hea, Mary V., . . . . .	II	1	1	64	42	67	62	40	70
ST. MALACHI'S, ....	Barry, James, . . . . .	I	7, 8	7, 8	38	28	76	46	34	74
	Sweeney, Frank J., ...	II	5	6	49	33	68	53	38	73
	Mahony, Wm. J., ...	II	4, 5	5	56	39	70	42	31	75
	Sugrue, Jas. R., ....	II	6	4, 5	33	23	68	42	29	68
	Enslow, E. M., . . . . .	II	3	3, 4	50	39	78	57	44	78
	Lawlor, Kate E., ....	II	1, 2	3	44	31	71	48	38	80
	Flaherty, A. G., ....	II	3, 4	2	46	38	75	49	41	83
	Cotter, K. A., . . . . .	III	2	1, 2	52	40	77	53	40	75
	O'Sullivan, M. B., ...	I	1	1	59	36	61	74	46	62
CHARLOTTE STREET,	Gallivan, M. E., ....	II	1		45	27	60			
	Stothart, Tho., . . . . .	I	7, 8	7, 8	32	25	79	27	20	73
	Chisholm, D. P., . . . . .	I	5, 6	5, 6	43	32	75	39	31	79
	Turnbull, Eliza D., ..	I	3, 4	3, 4	50	40	80	51	40	78
ST. JOSEPH'S, . . . . .	Robertson, M. A., ..	II	1, 2	1, 2	69	49	72	62	49	79
	O'Brien, T., . . . . .	I	5	5	41	35	85	39	34	88
	McGirr, Annie, . . . . .	II	4		41	31	76			
	McDonald, Mary M., ..	I	3, 4	4, 5	46	32	71	52	39	74
	Cormier, Mary, . . . . .			4				43	33	76
	Farrell, M. A., . . . . .	II	3	3	49	38	78	71	51	72
	Casey, Nellie, . . . . .	II	2	2	53	38	71	64	48	75
	Cassidy, Annie, . . . . .	II	1, 2		63	31	50			
	O'Riley, Kate, . . . . .			1, 2				65	43	66
	Richard, E., . . . . .	II	1	1	75	31	42	86	53	62
VICTORIA, . . . . .	Hay, George U., ....	I	10, 11	11	37	30	80	21	20	93
	Narraway, M., . . . . .	I	9, 10	10	37	25	70	41	34	83
	Bartlett, K. R., . . . . .	I	9	9	44	32	74	35	28	81
	Mowatt, M. J., . . . . .	I		9				33	26	79
	Crawford, H., . . . . .	I	8	8	40	29	72	43	26	61
	Yandall, L. H., . . . . .	I	8	8	53	39	74	43	34	79

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term.	2nd Term.	No. Enr.	Av. Att.	Per cent. Att.	No. Enr.	Av. Att.	Per cent. Att.
VICTORIA, . . . . .	Stothart, M., . . . . .	I	7	7	59	37	63	59	41	70
	McBeath, E. M., . . . . .	I	7	7	58	37	63	63	50	79
	Sharpe, M. C., . . . . .	II	6	6	60	49	81	40	30	74
	Puddington, J. E., . . . . .	I	5, 6	6	60	43	72	50	37	74
	Barlow, C. L., . . . . .	I	5	5	45	33	72	61	43	68
	Johnston, M., . . . . .	I	4, 5	5	51	33	65	60	44	75
	Williams, L. E., . . . . .	I	4	5	52	40	77	39	30	76
	Thompson, H. M., . . . . .	I	4	4	44	35	80	47	38	82
	Adam, H., . . . . .	I	3	3	56	40	71	53	38	72
	Gregg, H. D., . . . . .	I	2	2	63	46	73	47	35	75
	Sealey, M., . . . . .	II	1		48	31	66			
	Howard, H. O., . . . . .	II	1	1, 2	45	30	66	51	40	78
	Shaw, M. H., . . . . .	II		1				55	38	68
	Orr, Grace, . . . . .	I	1	1	69	30	44	50	29	58
QUEEN STREET, . . . . .	Richardson, O. T., . . . . .	II	1-5	1-5	26	19	73	32	23	71
CARMARTHEN ST., . . . . .	Nesbitt, A., . . . . .	I	1-4	1-4	44	33	74	46	36	79
BRITAIN STREET, . . . . .	Cairns, Julia, . . . . .	I	1-5	1-5	29	24	84	32	26	82
ALBERT, . . . . .	Montgomery, J., . . . . .	I	6-8	7, 8	38	28	74	43	31	73
	Livingstone, A. E., . . . . .	I	7, 8		40	28	70			
	McKinnon, J., . . . . .	II	4, 5	6, 7	44	28	64	42	34	82
	Fullerton, C. R., . . . . .	I	5, 6	6	52	38	73	43	33	76
	MacLeod, B. A., . . . . .	I		5				41	31	75
	Fullerton, L. J., . . . . .	I	4, 5	4, 5	60	41	68	58	40	69
	Thompson, E., . . . . .	I	3, 4	4	44	30	70	54	44	82
	Brittain, B. A., . . . . .	I	1	3	55	34	61	49	41	84
	Graves, A. V., . . . . .	II	3, 4	2, 3	51	35	68	53	41	78
	Wilson, B., . . . . .	I	2, 3	2	50	35	70	55	40	72
	Allen, A. B. L., . . . . .	II	1, 2	1	61	35	57	85	62	73
	Estey, June, . . . . .	II	1					40	25	63
MASONIC HALL, . . . . .	Armstrong, G. E., . . . . .	I	2-4	2-4	36	28	78	41	34	84
	Nannary, M. A., . . . . .	II	1	1	49	35	71	41	36	87
ST. PATRICK'S, . . . . .	O'Rielly, Thos., . . . . .	I	5, 6	5, 6	37	29	73	32	25	77
	Hogan, C. M., . . . . .	II	2-4	2-4	39	26	66	42	29	69
	Kirk, H. M., . . . . .	II	4-6		32	22	70			
	McKenna, M., . . . . .	II		4-6				35	26	72
	Rodgers, M. J., . . . . .	III	2, 3	2, 3	39	29	74	38	29	75
	Daley, S. M., . . . . .	III	1		61	28	46			
	McMillan, M., . . . . .	II		1				53	33	62
PARTRIDGE ISLAND, . . . . .	McNaughton, M., . . . . .		1-7	3-8	9	6	69	10	8	82



## GENERAL OUTLOOK.

The following table furnishes an exhibit of the attendance in the schools of the city for each School Term since the inception of the Common Schools' Act in January, 1872, showing the number of pupils enrolled, the average daily attendance, the average percentage of attendance, number of schools in operation, and the number of pupils enrolled to each teacher.

In consequence of the great fire, and the many changes in connection therewith, no reliable data can be furnished with respect to 1877.

YEAR.	TERM.	No. of Pupils Enrolled.	Average daily Attendance.	Percentage of Attendance.	No. of Teachers.	No. of Pupils to each Teacher.
1872..	{ First, .....	5214	3445	66	92	57
	{ Second, .....	6477	3573	55	106	61
1873..	{ First, .....	5972	3842	58	106	56
	{ Second, .....	5884	3571	61	112	52
1874..	{ First, .....	6109	3814	62	121	50
	{ Second, .....	5925	3838	65	119	50
1875..	{ First, .....	6044	3873	64	122	50
	{ Second, .....	6085	3895	64	120	51
1876..	{ First, .....	5988	4050	68	122	49
	{ Second, .....	6098	3998	65	110	55
1877..	{ First, .....					
	{ Second, .....					
1878..	{ First, .....	7022	4262	60	125	56
	{ Second, .....	7752	4967	64	137	56
1879..	{ First, .....	7489	4875	65	137	55
	{ Second, .....	7389	4920	67	136	54
1880..	{ First, .....	6356	4522	71	121	53
	{ Second, .....	6488	4356	67	115	56
1881..	{ First, .....	5924	4182	71	116	51
	{ Second, .....	6212	4341	70	115	54
1882..	{ First, .....	5657	4063	72	115	49
	{ Second, .....	6067	4339	71	117	52
1883..	{ First, .....	5715	4247	74	117	49
	{ Second, .....	6339	4360	70	121	52
1884..	{ First, .....	6021	4316	70	121	50
	{ Second, .....	6669	4822	72	125	53
1885..	{ First, .....	6802	4656	68	129	53
	{ Second, .....	6624	4864	74	125	53
1886..	{ First, .....	6577	4580	70	124	53
	{ Second, .....	6530	5025	77	125	52
1887..	{ First, .....	6338	4658	73	125	51
	{ Second, .....	6426	4847	76	129	50
1888..	{ First, .....	6414	4598	72	129	50
	{ Second, .....	6470	4468	70	132	49
1889..	{ First, .....	6531	4408	67	132	49
	{ Second, .....	6785	5316	79	139	49
1890..	{ First, .....	6789	4732	72	142	48
	{ Second, .....	6786	5097	76	135	50

Pupils in the Several Standards, 1890.  
 Following is a tabular statement, showing the number of pupils belonging to the several standards in each building, for the two School Terms of the year:

SCHOOL.	FIRST TERM.												SECOND TERM.											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Sandy Point Road,.....	9	3	..	14	14	..	1	..	..	..	..	..	4	10	..	13	9	..	..	..	..	..	..	
Millidgeville,.....	22	3	16	12	2	..	..	..	..	..	..	..	17	10	3	5	6	11	..	..	..	..	..	
Spar Cove,.....	4	5	4	3	2	..	..	..	..	..	..	..	11	4	6	3	..	..	..	..	..	..	..	
Indiantown,.....	64	55	45	36	37	28	77	39	..	..	..	..	50	44	49	51	..	43	99	26	..	..		
Peel Street,.....	44	40	31	30	25	23	..	..	..	..	..	..	44	43	36	32	59	..	..	..	..	..		
Bentley,.....	41	17	25	20	20	16	..	..	..	..	..	..	43	26	19	22	24	13	..	..	..	..		
Madras,.....	125	80	59	32	26	18	..	..	..	..	..	..	106	103	61	46	31	17	..	..	..	..		
St. Peter's (Boys),.....	96	25	85	29	43	36	17	3	..	..	..	..	66	62	72	29	32	25	22	13	..	..		
" (Girls),.....	117	44	39	41	33	43	27	8	..	..	..	..	97	86	36	36	50	36	17	21	..	..		
Winter Street,.....	132	99	76	79	44	45	43	28	..	..	..	..	127	101	99	58	66	49	73	15	..	..		
Centennial,.....	231	157	99	162	..	..	..	..	..	..	..	..	154	191	95	134	65	..	..	..	..	..		
Waterloo Street,.....	..	..	..	..	11	31	26	13	..	..	..	..	..	..	..	..	27	15	21	17	..	..		
St. Vincent's,.....	6	11	12	9	19	31	14	7	..	..	..	..	..	7	11	12	8	49	25	10	..	..		
Grammar,.....	..	..	..	..	..	..	..	..	43	31	20	5	..	..	..	..	..	..	..	67	24	16		
Leinster Street,.....	64	55	59	52	61	52	57	41	..	..	..	..	62	60	58	58	65	49	57	44	..	..		
St. Malachi's,.....	136	64	67	66	68	33	28	10	..	..	..	..	103	73	65	64	60	53	30	16	..	..		
St. Charlotte Street,.....	36	33	25	25	30	13	21	11	..	..	..	..	39	23	28	23	19	20	10	18	..	..		
St. Joseph's,.....	122	69	63	73	41	..	..	..	..	..	..	..	126	89	71	69	65	..	..	..	..	..		
Victoria,.....	162	63	56	116	104	92	117	93	69	33	14	..	156	48	59	86	123	90	122	86	68	41		
Queen Street,.....	4	11	4	4	3	..	..	..	..	..	..	..	8	14	5	3	2	..	..	..	..	..		
Carmarthen Street,.....	23	10	6	3	2	..	..	..	..	..	..	..	21	9	10	6	..	..	..	..	..	..		
Brittain Street,.....	12	5	..	6	6	..	..	..	..	..	..	..	8	6	8	5	5	..	..	..	..	..		
Albert,.....	116	71	74	84	83	44	34	29	..	..	..	..	85	78	79	76	77	67	44	18	..	..		
Mason Hall,.....	49	17	11	8	..	..	..	..	..	..	..	..	41	16	14	11	..	..	..	..	..	..		
St. Patrick's,.....	61	40	27	15	41	26	..	..	..	..	..	..	53	33	36	28	31	22	..	..	..	..		
Partridge Island,.....	2	..	1	2	..	..	4	..	..	..	..	..	..	..	3	..	2	1	..	4	..	..		
Evening Schools,.....	2	4	1	30	38	24	21	..	..	..	..	..	Not in operation.											

### Branches of Instruction and Pupils Taught.

The number of pupils in the several branches of instruction was as follows :

				First Term.	Second Term.
Temperance Teachings of Science,	....	....	....	6,464	6,544
Physical Exercises,	....	....	....	6,666	6,786
Morals and Manners,	....	....	....	6,667	6,684
Sewing,	....	....	....	1,868	2,797
Knitting,	....	....	....	779	810
Reading, Spelling, and Recitation,	....	....	....	6,515	6,544
Composition,	....	....	....	6,532	6,544
Grammar and Analysis,	....	....	....	2,049	2,202
History,	....	....	....	2,952	3,059
Form and Drawing,	....	....	....	6,464	6,544
Printing and Print-script,	....	....	....	5,247	5,176
Writing,	....	....	....	3,923	3,987
Singing,	....	....	....	6,391	6,482
Numbers and Arithmetic,	....	....	....	6,584	6,544
Geometry,	....	....	....	769	808
Algebra,	....	....	....	748	808
Geography,	....	....	....	6,485	6,544
Minerals, Plants, and Animals,	....	....	....	6,464	6,544
Color,	....	....	....	4,470	4,350
Physics,	....	....	....	1,300	1,368
Physiology,	....	....	....	282	285
Latin,	....	....	....	634	4
French,	....	....	....	159	41
Grammar School Course,	....	....	....	215	242

### Pupils and Standards of Instruction.

The number of pupils in the several standards of instruction for the two terms of the year, was as follows :

Standards.					First Term.	Second Term.
I,	....	....	....	....	1,680	1,421
II,	....	....	....	....	981	1,136
III,	....	....	....	....	895	923
IV,	....	....	....	....	951	870
V,	....	....	....	....	753	826
VI,	....	....	....	....	555	560
VII,	....	....	....	....	487	520
VIII,	....	....	....	....	282	288
IX,	....	....	....	....	108	135
X,	....	....	....	....	53	65
XI,	....	....	....	....	31	37
XII,	....	....	....	....	5	5

The Semi-annual Examinations were held at the close of each term. The attendance of visitors at the closing exercises in June was large, evidencing the increasing interest which the citizens at large appear to hold with regard to the schools.

The Educational Institute was convened in June at Moncton. Less than thirty of the City Teachers were enrolled.

At the sessions of the St. John County Teachers' Institute held at the close of October in the Centennial School Building, all the City Teachers, except those whose schools were in session, were enrolled as members. This meeting was one of the best and most helpful to the Teachers generally, that has been convened for many years.

The meetings of the City Teachers were continued through the first term of the year. At the re-opening of the schools in August, as many teachers desired to pursue a course in drawing, it was judged prudent to hold no meetings during the second term.

Five Evening Schools were opened in January. In a very short time the attendance reached a very low ebb, and in consequence of this, only one school was continued in operation during February and March. The applications for entrance to the Evening Schools were so small in number that no such schools were opened during the present season.

The Schools have been pursuing the work as laid down in the Revised Course of Instruction for a year and one-half.

In the manual work some difficulty has been experienced, arising out of the fact that many of the teachers had not received that instruction that adequately prepared them to perform the best quality of work. It must, however, be stated that the teachers as a body have conscientiously endeavoured to acquire the knowledge that will enable them in the future to overcome many of the difficulties under which they at first laboured.

The work of the Fourth and higher Standards has been found to be too great to admit of the best teaching being performed in many of the schools. The Geography of Standards Four, Six, Seven, and Eight; the Arithmetic of Standard Six; and the Science work of the higher Standards have been found almost impossible of accomplishment.

The Plant Life of Standard Five should be defined. At the present it covers an exceedingly wide field, and our teachers are at a loss to know how to proceed.

With regard to the quality of work performed in the various City schools, it is impossible in a short compass to convey any clear idea. It is sufficient to say that we believe that our teachers, as a body, possess the character, knowledge, training, skill, and enthusiasm that their calling demands; and we feel assured that while the St. John schools have not reached that high ideal to which they aspire, much good work has been done.

#### GRADING EXAMINATIONS.

The Grading Examinations were held from the 16th to the 18th of June.

The number of pupils promoted to the next higher Standard was not as large as we had anticipated, owing to the visits of different epidemic diseases. The following table furnishes a fairly accurate idea of the promotions in the several schools:

Following is a Tabular Statement, showing the number of Pupils presented for Examination and passed in the several Standards, in each Building, for the two School Terms of the year :

SCHOOL.	No. of Departments.	Kind of School.	I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII.		Total No. Presented.	Total No. Passed.
			Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.		
Sandy Point Road, . . . . .	1	B. & G.	9	5	3	0	16	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	12	
Millidgeville, . . . . .	1	"	20	6	1	0	3	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	12	
Spar Cove, . . . . .	1	"	4	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	1	
Indiantown, . . . . .	8	"	61	30	53	46	41	33	32	10	32	21	26	21	66	20	30	20	0	0	0	0	0	0	0	341	201	
Peel Street, . . . . .	4	"	42	28	38	27	28	26	23	22	24	7	18	17	0	0	0	0	0	0	0	0	0	0	0	173	127	
Bentley, . . . . .	3	"	40	20	14	13	21	19	15	15	16	14	15	15	0	0	0	0	0	0	0	0	0	0	0	121	96	
Matras, . . . . .	6	"	119	66	77	42	55	43	27	26	21	12	15	10	0	0	0	0	0	0	0	0	0	0	0	314	199	
St. Peter's (Boys'), . . . . .	6	Boys'	85	50	42	32	58	23	19	15	34	21	26	23	14	14	1	0	0	0	0	0	0	0	0	276	178	
" (Girls'), . . . . .	7	Girls'	114	71	40	23	34	25	39	34	31	14	32	16	21	19	5	5	0	0	0	0	0	0	0	316	207	
Winter Street, . . . . .	11	B. & G.	109	60	91	64	70	46	78	56	38	31	36	27	32	6	23	9	0	0	0	0	0	0	0	477	299	
Centennial, . . . . .	12	"	190	106	135	65	92	68	149	87	8	6	20	14	19	10	3	3	0	0	0	0	0	0	0	566	326	
Waterloo Street, . . . . .	2	Boys'	6	6	11	10	12	7	7	16	8	12	29	22	13	12	6	6	22	15	21	9	16	7	3	100	87	
St. Vincent's, . . . . .	3	Girls'	64	43	52	42	57	41	48	37	56	37	48	34	45	34	19	19	22	15	21	9	16	7	3	62	34	
Grammar, . . . . .	3	Boys'	111	57	62	46	64	47	63	53	65	49	28	19	24	17	9	9	0	0	0	0	0	0	0	404	287	
Leinster Street, . . . . .	8	"	33	18	26	20	24	18	22	20	27	27	11	11	19	15	9	6	0	0	0	0	0	0	0	426	297	
St. Malachi's, . . . . .	10	"	100	49	65	45	62	54	66	46	39	30	0	0	0	0	0	0	0	0	0	0	0	0	0	171	135	
Charlotte Street, . . . . .	4	"	156	107	53	47	51	42	104	68	84	52	82	53	94	33	77	29	55	37	24	18	14	11	0	332	224	
St. Joseph's, . . . . .	7	Girls'	3	0	12	0	4	1	4	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	794	497	
Victoria, . . . . .	19	"	25	10	9	5	4	2	4	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	25	4	
Queen Street, . . . . .	1	B. & G.	12	5	5	5	6	5	6	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	42	19	
Carmarthen Street, . . . . .	1	"	94	51	64	43	70	49	66	42	75	52	39	31	27	19	21	16	0	0	0	0	0	0	0	456	303	
Brittain Street, . . . . .	1	"	48	11	15	11	11	10	8	8	0	11	20	11	0	0	0	0	0	0	0	0	0	0	0	82	40	
Albert, . . . . .	11	"	60	21	41	29	24	19	12	9	36	11	20	11	0	0	0	0	0	0	0	0	0	0	0	193	100	
Masonic Hall, . . . . .	2	"	3	3	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	7	
St. Patrick's, . . . . .	5	"																										
Partridge Island, . . . . .	1	"																										
			1608	823	914	615	793	581	818	568	823	401	445	324	378	201	225	122	77	52	45	27	30	18	3	5859	3735	

### McGill University Examinations.

The examination of candidates for matriculation at McGill University, and for the degree of Associate in Arts, was held in the Board Room in June, the secretary, Mr. John March, and Rev. W. S. Raymond acting as deputy examiners.

Eleven young ladies of the High School presented themselves and worked the papers assigned them. The published circular of the Board of Examiners shows the following results :

Passed the examination required for matriculation in Arts : Elizabeth Beatteay, Margaret M. Brady, Isabelle Estabrooke, Maggie Morrow, Harriet S. Olive, Agnes L. Warner.

Passed the examination for the degree of Associate in Arts : Harriet S. Olive, Isabelle Estabrooke, Elizabeth Beatteay, Celia G. Heffer, Edna M. Gregory, Loretta L. Shaw, Maggie Morrow, Margaret M. Brady, Lilian E. Fenwick, Agnes L. Warner.

Alice M. Wilson passed with junior certificate.

The total number of candidates from all parts of Canada who passed successfully was 130, and their work was arranged under three classes. The following is the standing awarded to the St. John candidates in the several subjects, as shown by the published lists :

#### READING.

- Class 1.* Position : (1) Beatteay, Estabrooke, Gregory, Morrow, Warner.  
                   "      (2) Brady, Fenwick, Heffer, Olive, Shaw, Wilson.

#### WRITING.

- Class 1.* Position : (1) Fenwick, Morrow, Olive, Shaw, Warner, Wilson.  
                   "      (2) Beatteay, Brady, Estabrooke.  
                   "      (3) Gregory.

- Class 2.* Position : (1) Heffer.

#### ENGLISH DICTATION.

- Class 1.* Position : (1) Beatteay, Heffer ; (3) Brady ; (4) Gregory, Morrow ; (5) Shaw, Wilson ; (6) Olive ; (7) Estabrooke ; (10) Fenwick.

#### ENGLISH GRAMMAR.

- Class 1.* Position : (3) Beatteay, Brady, Gregory ; (6) Estabrooke, Warner ; (8) Heffer, Morrow, Wilson ; (9) Olive.

- Class 2.* Position : (3) Fenwick ; (4) Shaw.

#### ARITHMETIC.

- Class 1.* Position : (1) Brady, Morrow, Olive ; (7) Estabrooke ; (15) Heffer.

- Class 2.* Position : (1) Gregory ; (5) Fenwick.

- Class 3.* Position : (1) Beatteay ; (6) Wilson ; (8) Shaw.

#### GEOGRAPHY.

- Class 1.* Position : (2) Shaw ; (4) Brady, Olive ; (7) Estabrooke, Morrow ; (9) Heffer, Warner.

- Class 2.* Position : (2) Wilson ; (5) Beatteay, Gregory.

- Class 3.* Position : (3) Fenwick.

#### BRITISH AND CANADIAN HISTORY.

- Class 1.* Position : (2) Brady.

- Class 2.* Position : (1) Morrow ; (5) Shaw ; (6) Estabrooke.

*Class 3.* Position: (1) Heffer; (3) Fenwick, Olive; (8) Beatteay, Gregory, Warner, Wilson.

GOSPELS (a subject not taken up in our schools).

*Class 1.* Position: (7) Heffer; (8) Brady, Morrow; (11) Shaw; (17) Wilson; (19) Estabrooke; (20) Gregory; (21) Beatteay.

*Class 2.* Position: (5) Olive; (6) Fenwick; (7) Warner.

LATIN (Advanced).

*Class 1.* Position: (4) Morrow, Olive.

*Class 2.* Position: (2) Beatteay; (3) Estabrooke; (7) Shaw; (8) Gregory; (9) Wilson; (11) Brady.

FRENCH.

*Class 1.* Position: (11) Heffer.

*Class 2.* Position: (15) Shaw.

*Class 3.* Position: (6) Gregory; (13) Fenwick.

GEOMETRY.

*Class 1.* Position: (17) Brady; (20) Beatteay; (24) Morrow; (29) Estabrooke; (34) Fenwick.

*Class 2.* Position: (16) Olive; (17) Heffer.

*Class 3.* Position: (6) Warner.

ALGEBRA.

*Class 1.* Position: (3) Olive; (4) Heffer; (8) Fenwick; (9) Morrow; (11) Gregory; (26) Beatteay.

*Class 2.* Position: (5) Brady; (7) Warner; (11) Estabrooke, Wilson; (17) Shaw.

ENGLISH LITERATURE.

*Class 1.* Position: (4) Gregory; (6) Olive; (17) Heffer; (21) Beatteay; (23) Fenwick; (26) Morrow.

*Class 2.* Position: (1) Estabrooke; (6) Shaw, Warner.

HISTORY.

*Class 1.* Position: (5) Brady.

*Class 3.* Position: (1) Wilson.

BOTANY.

*Class 1.* Position: (2) Warner; (5) Estabrooke; (6) Olive; (7) Fenwick; (16) Shaw; (18) Beatteay.

*Class 2.* Position: (14) Morrow.

*Class 3.* Position: (2) Heffer.

CHEMISTRY.

*Class 1.* Position: (2) Morrow.

*Class 2.* Position: (1) Estabrooke; (2) Fenwick, Heffer; (3) Gregory; (4) Olive; (5) Beatteay, Brady, Warner.

*Class 3.* Position: (3) Wilson.

PHYSIOLOGY AND HYGIENE.

*Class 1.* Position: (1) Brady; (7) Wilson.

In the report of the Board of Examiners, the Girls' High School, St. John, is fre

quently mentioned for commendation, and, indeed, it is most favorably referred to in connection with every subject in which the examiners considered the work praiseworthy.

#### MEDALS AND PRIZES.

The winners of Medals at the Mid-summer Examinations were as follows :

The Corporation Gold Medal.—Frank Green, Standard XI, Grammar School.

The Parker Silver Medal.—William Clarke, " " " "

The Governor-General's Silver Medal.—Maggie Morrow, Standard XI, High School.

The Governor-General's Bronze Medal.—Charles Manning, Standard XI, Grammar School.

No prizes were offered this year by the Board, but very many were sent to the teachers by parents and friends of the children, for distribution at the school exhibitions which were held just before the summer holidays. Most of these were books suited to the grade of pupils for whom they were intended. The annual gift of books from Colin H. Livingstone, Esq., of New York, numbering 60 volumes, was received and distributed among deserving pupils. The deep interest in the public schools of his native city, which this handsome donation shows Mr. Livingstone to retain year after year, is very gratifying, and is thankfully recognized by the Board of School Trustees.

#### UNIVERSITY EXAMINATIONS.

The following pupils of the Boys' Grammar School matriculated, and have entered upon the Courses of the several Institutions mentioned below :

Stephen Ritchie and Frank Green entered the Sophomore year of the New Brunswick University, and J. D. Murray entered Freshman year of the same Institution as a partial course student.

Harry King entered Acadia College, George Mulligan, Dalhousie College, and J. K. Scammell, McGill University.

The following pupils of the Girls' High School passed the examination, matriculating them to the N. B. University : Maggie Morrow, Harriet S. Olive, Loretta L. Shaw, Edna M. Gregory, Lilian E. Fenwick, Elizabeth Beateay, C. Gertrude Heffer.

Miss Etta Shaw has entered upon a course in the N. B. University, Miss Olive at Mount Allison, and Miss Warner at McGill University.

#### ARBOR DAY.

Arbor Day was observed in the greater number of the schools. Window gardening and special lessons relating to Plant Life formed the chief features of the work for the day.

#### EXHIBITION OF SCHOOL WORK.

In response to the request of the Directors of the Exhibition Association that the manual work of the schools should be exhibited in connection with the International Exhibition, arranged to be held in St. John in the months of September and October, the Board directed its officers to undertake the work and make all necessary provisions for its successful execution. Accordingly, previous to the close of the First School Term, samples of the work of the pupils were secured from the schools of all standards. These were subsequently grouped and prepared for use when the building should be ready and space allotted. When that time arrived the collection was arranged in the



booths over the main entrance of the building, and, together with the rest of the Educational Exhibits from other places, formed a most attractive portion of a very successful exhibition.

In arranging the large amount of material sent in by the pupils of the schools, the chief objects sought to be secured were the presentation of actual school and class work without special selection ; the progressive character of the work ; and the development of the mental and manual powers in the processes of the work.

These processes may be briefly illustrated. Thus: A child is taught to recognize a sphere or ball by handling it, and to tell what it observes with regard to it. Then he is required to reproduce the form in clay. Next to draw its outlines on black-board, slate, or paper. Then to cut out the form from paper, and after it has cut a sufficient number of such pieces, to arrange them in such symmetrical patterns as its taste or knowledge suggests, and paste them on card-board. The child is also required to print or write as soon as possible a simple description of what he has made, drawn, or designed. As the powers of observation are developed, the child comes to recognize the same form as the basis of other figures (apples, oranges, etc.), and proceeds to reproduce them in clay, and paper, and by drawing, and descriptive writing. And so on through the several forms and up through the respective standards of instruction. By such means it is soon manifest how clear and intelligent an idea the child has of the object it is called upon to treat, and of its capabilities. Thus we have in these processes the quickening of the powers of observation, the training of eye and hand for the purposes of reproduction or description, and the general application of knowledge to practical use. How all this was exemplified in the Educational Exhibits may now be told.

Upon the tables of the booths were exposed the models made by the pupils in clay and paper, and upon the walls were shown the designs in paper—cut and pasted—and arranged from the First Standard upward. Indeed, the work of the Kindergarten (which had been carried on as an introduction to Standard I) was also shown, covering the same class of work, together with mat weaving, paper chain-work, modeling, etc.

In bound volumes upon tables and shelves, and also upon the walls, in sheet form, were also arranged, by Standard, the drawings of the children, from the first crude attempt to form a right line to some finely-finished and artistic work in the reproduction of pictures and drawings from natural objects.

In other bound volumes, and also on single sheets, was shown the work of the pupils in printing, print-script, writing, composition, number and arithmetic, algebra, geometry, botany, physics, and physiology.

The walls of one booth were devoted to sewing and knitting, carefully arranged to show the progress in steps by which the art of needlework is taught in our schools, from the threading of a needle to the completed garment—dress, skirt, shirt, cap, etc.,—together with patching, darning, and marking.

The pupils of the High and Grammar schools had prepared and exhibited charts—historical, literary, botanical, anatomical, and physiological—of which over fifty hung upon the walls. They also displayed, in beautifully-illuminated board covers, botanical collections, illustrating their summer field work. Of this class of exhibit, twenty-two young ladies showed two hundred and eighty-two specimens, carefully mounted, and

correctly classified, and Mr. A. Stead, of the Grammar school, another collection of two hundred and thirty-three specimens, arranged by families in paper covers, and properly named. The Grammar school boys also exhibited over fifty large maps in physical geography, plotted on Mercator's projection, and in classical geography ; also charts showing the mechanical powers, etc.

Daily school note books, and extracts from note books, including work in geography, history, chemistry, botany, physics, and physiology, were shown to the number of twenty-five.

Of sewing, there were 1,224 pieces, and of knitting, 450 pieces, many of each class of work being completed garments.

Of clay models, there were about 1,200, many of them representing fruits and vegetables, as well as the more common solids, and all very creditable to the children.

Of paper forms, including houses, boxes, cubes, cylinders, prisms, envelopes, etc., there were about a thousand ; and of large sheets of cut paper forms, pasted into a great variety of designs, over nine hundred. The skill and taste displayed in the construction, selection of colors, and arrangement, were most favorably commented on by the visitors who thronged the booths at all times.

Of other work the following is a showing :

STANDARDS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total No. of Sheets.
Printing and Composition, . . . . .	702	612	625	596	469	319	249	147	3,719
Number, Arithmetic, Business Prices, and Accounts, } . . .	582	610	540	617	433	399	58	141	3,380
Drawing, . . . . .	60	663	434	568	429	331	247	166	2,898
Mapping, . . . . .	..	..	571	613	474	356	277	185	2,476
Paper forms, cut and folded, . . . . .	276	131	156	71	54	78	..	..	766
Algebra, . . . . .	..	..	..	..	..	..	24	150	174
Geometry, . . . . .	..	..	..	..	..	..	229	113	342
									13,755

Special mention should be made of the large school cabinets shown by the primary school teachers, filled with collections of native woods, minerals, grains and their manufactures, cotton, hemp, flax, wool, &c., and many articles named in the reading lessons but not common to our land ; all very admirably arranged to show how they may be used to emphasize the instruction imparted by oral lessons.

The St. John exhibit, as was to be expected from the large number of its schools and its other local advantages, somewhat overshadowed in extent and completeness of classification, although it could not dim the lustre of the very excellent work shown by smaller, and possibly in some respects less favored, school districts in the other parts of the provincial collection, which, as a whole, formed the Educational Department of the Exhibition.

The result of this effort to show what is being accomplished under our excellent system of public schools was exceedingly satisfactory, not only to those who took part in the work of preparation, but to thousands of visitors who expressed themselves highly

---

pleased with the evidences of careful and judicious training which the whole exhibit displayed.

CONCLUSION.

A general review of the year's work—the first full year's work since the union of the cities of St. John and Portland—shows many indications of progress, both in extent and results, and forms the basis for the expectation of a still more encouraging record for the ensuing year.

HENRY J. THORNE, *Chairman.*

J. MARCH, *Secretary.*

F. H. HAYES, *Superintendent.*

---

## II—CITY OF FREDERICTON.

---

### Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

A. A. STERLING, Esquire,

WESLEY VANWART, Esquire,

G. E. COULTHARD, Esquire, M. D.,

Z. R. EVERETT, Esquire,

JOHN J. WEDDALL, Esquire,

JAS. T. SHARKEY, Esquire.

CHAS. A. SAMPSON, Secretary.

---

WM. CROCKET, Esq., A. M.,

*Chief Superintendent of Education.*

SIR: The Board of School Trustees of the City of Fredericton have the honor herewith to submit their report for the year ended 31st December, 1890.

In our last report we stated that the term of office of Wesley Vanwart, Esquire, had expired, but that his successor had not been appointed at that date. At a subsequent meeting of the City Council Mr. Vanwart was re-appointed. With much regret we record the death of P. McPeake, Esquire, which sad event occurred in February last. He occupied a seat at the Board for nearly eleven years, and his place was seldom vacant. In all deliberations Mr. McPeake's actions were characterised by broad liberality and unassuming christian charity, ever evincing a desire to forward the interests of teachers and pupils, and thereby promote the efficiency of the common schools system. At the regular meeting of the City Council held in March, James T. Sharkey, Esquire, was appointed to the vacancy on the Board. The term of office of John J. Weddall, Esquire, expired with this year, and at a subsequent meeting of the City Council he was re-appointed.

During the year just closed several changes occurred in our teaching staff, but in each case it was the voluntary act of the teacher with the intention of leaving the profession for what we have no reason to doubt will result in more congenial surroundings and occupation.

Since the recent reconstruction of the staff in the Collegiate and High School, the former efficiency of this important Institution has been maintained, and the Head-master and his associates have been most devoted in the prosecution of their work. An excellent Library is at the disposal of the students, and is very generally used by them. Chemical appliances and a choice collection of minerals have recently been introduced to the class-rooms through the enterprise of the teachers, and, as a consequence, the study of these subjects has proved increasingly interesting. Although the supply of apparatus is not by any means complete, additions will probably be made, and thus render the work of the teachers more effective. Arrangements have been made to present a joint certificate from Senate and Trustees to all students completing the High School course.

Several of these certificates were for the first time presented at the close of the June term. It was with much regret that in November last we received the resignation of Miss Gregory, who for many years was a most devoted and energetic instructor in this school. The patriotic ambition to elevate the standing and moral worth of the students committed to her care was most marked, and her withdrawal from school work is a loss to the profession. That she enjoyed the esteem of her associate teachers, students, and the Old Boys' Society, was manifested by the character of the gifts she received at the close of her service.

Miss Annie L. Gregory was appointed to the vacancy in this school, and entered upon her duties immediately after the Christmas vacation.

As usual, excellent and most satisfactory work is being done in the Model School, where the staff of teachers is the same as last year. With superior facilities in the hands of energetic teachers, the pupils are afforded all the privileges provided by the Common Schools law. The Governor-General's Medal, kindly offered for competition in the advanced department, was this year won by Miss Bessie McNally, and at the Summer public examination was presented by the Chairman of this Board.

Several changes have occurred in the teaching staff of the Charlotte street school during the year. After several years' successful work in the fourth department of this school, Miss Maggie B. Porter resigned her position and retired from the profession in June. She ever exercised a good influence over her pupils, and carries with her their best wishes. Miss Ella L. Thorne was transferred from York street school, and is now in charge of this department. A few weeks later, Miss Helen L. Cameron, another energetic and successful member of the staff, resigned her position as teacher of the third department in the same school, and she also has withdrawn from the profession. Although for some time in charge of large classes, her work was well done. Miss E. E. Ross was transferred from York street school and placed in charge of this department. The other teachers associated with Mr. Kilburn, the Principal, in this school are Miss Ida McAdam and Miss M. C. Hunter.

The York street school is still located in the same old building, which long ago was recognized as an old landmark. Up to this date we have been unsuccessful in maturing our plans for better accommodation in the central section of the city. Through the personal efforts of Mr. Inch, the Principal, some improvement has been effected in the class rooms. The furniture has been renovated, and wardrobes constructed. A handsome cabinet adorns the Principal's room, and the nucleus of a library and reading room in some degree atones for the exterior appearance of the building. Owing to transfers, the teaching staff here has also undergone change. Miss A. M. Vandine was transferred from the third department to that vacated by Miss Thorne. Miss L. E. Cliff was brought from Doak Settlement school and succeeds Miss Vandine. Miss I. N. Everett was transferred from Wiseley school, and is in charge of the department vacated by Miss Ross. The other teachers in this school are Miss Janie Harvey and Miss A. G. Duffy.

Principal Meagher and Miss S. G. Duffy, of Regent street school, still retain charge of their respective departments, but changes have been made in the girls' departments. At the close of the first term Miss McKenna (Sr. Estelle) and Miss Quirk (Sr. Loretto) resigned their respective charges to undertake like duties in other parts of the province.

These ladies were singularly successful in the discharge of their duties. Their successors are Miss Walsh (Sr. Louis) and Miss Bourgeois (Sr. Regina), both of whom were faithful members of our staff a few years ago.

Miss McLaughlin (Sr. Redemptor) continues in charge of the Brunswick street school, and is accomplishing satisfactory results.

One of our most difficult charges is the miscellaneous school at Morrison's Mill. The attendance fluctuates as the mills in the vicinity are working or idle. Satisfactory work has been done here for several years by Miss A. Hooper.

Miss Annie M. Doak succeeds Miss Cliff in charge of the school at Doak Settlement. The attendance of pupils is small, but probably embraces all of school age in the district.

The attendance of pupils at Wiseley school, who reside in the city, is also small, and we expect shortly to transfer the children to one of the city schools. Miss M. E. S. Nicolson is at present in charge of this school.

Notwithstanding the many changes which have taken place in the management of the schools, we are able to report general satisfactory progress. The irregular attendance of pupils in many of the departments is a great drawback to the teacher's work, and must of necessity check to some degree the uniform advancement of all the classes. We find that many children present themselves for instruction at the first of the year, and after their names are registered they either drop out altogether or attend when it suits their convenience. A little more attention on the part of parents would lighten the teacher's work.

One of our citizens recently tendered a Canadian flag to the Board for competition between three of the schools. The prize is to be given to the school reaching the highest percentage of attendance for the term ending 30th June next. Youthful patriotism is aroused in the presence of a flag, and this was practically manifested by the pupils of the Model School on the Queen's Birthday, when they were allowed to assist at the flag raising on the Normal School building.

In accordance with circular from yourself, our schools from standards I to VIII forwarded samples of manual work to the exhibition at St. John in September. We much regretted that, owing to disappointment in receipt of material, very little time was available for preparation of the work forwarded. Our teachers gladly took advantage of the holiday and visited the exhibition on the last Friday in September.

The visit of His Excellency the Governor General to the province and to this city last fall was no less a source of pleasure to the school children than to the people at large. Upon the suggestion of His Excellency all the schools were given a holiday on the 6th of October.

Arbor day was observed in our schools on the 16th of May by a general "house cleaning." Where necessary, dead trees were replaced by live ones, and here and there children planted flowers, constructed rustic seats, and cleaned the playgrounds. The novelty of the work enlisted the hearty assistance of old and young.

From the Examiner's annual report we make some extracts of general interest. He says the schools were graded in the usual way, during the month of June, with the results shown in the following table :

SCHOOL.	NAME OF TEACHER.	Grade.	No. pre- sented.	No. passed.
Brunswick Street, . . . .	E. G. McLaughlin, . . . . .	I and II.	20	19
	H. B. Kilburn, A. B., Principal, .	VIII.	17	15
	M. B. Porter, . . . . .	VI.	22	20
Charlotte Street, . . . .	N. L. Cameron, . . . . .	IV.	27	25
	M. C. Hunter, . . . . .	II.	16	16
	Ida McAdam, . . . . .	II.	20	20
Model, . . . . .	J. F. Rogers, Principal, . . . . .	VIII.	19	19
	F. I. Ross, . . . . .	VI.	22	20
	A. M. Harvey, . . . . .	IV.	25	22
Regent Street, . . . . .	M. J. MacLeod, . . . . .	II.	19	17
	J. Meagher, Principal, . . . . .	VIII. (Boys)	11	7
	E. McKenna, . . . . .	VIII. (Girls)	6	6
York Street, . . . . .	A. Quirk, . . . . .	V. (Girls)	15	15
	S. G. Duffy, . . . . .	IV. (Boys)	14	12
	G. A. Inch, A. B., Principal, . . .	VIII.	10	8
York Street, . . . . .	E. L. Thorne, . . . . .	VI.	21	20
	A. G. Duffy, . . . . .	IV.	15	12
	A. M. Vandine, . . . . .	IV.	21	20
York Street, . . . . .	E. E. Ross, . . . . .	II.	24	20
	Janie Harvey, . . . . .	II.	17	17
Total, . . . . .			361	330

Although no record is given of them in the foregoing table, the ungraded schools at Morrison's Mills, Doak, and Wiseley were visited and examined by the Examiner, who advised the teachers as to the promotion of pupils, &c. These schools were found in a generally satisfactory condition. The report says:

"Miss Hooper, at Morrison's Mills, has done very good work under somewhat unfavorable conditions. She is a quiet and patient teacher, but she has force of character, and her school shows it.

"The school at Wiseley, in charge of Miss Everett, had twenty pupils present at its examination. The work had been well covered, and that of the primary grades was especially commendable.

"Miss Cliff, at Doak, had a very small school, but I found that she had profited by this circumstance to carry the work further than the requirement in the case of the highest grades. She is diligent and capable.

"In connection with the Morrison Mills and Wiseley schools, and in view of the difficulty with regard to the satisfactory operation of the latter, I may be allowed to offer a suggestion, viz.: That the Board unite the two schools and erect a new house at a suitable point between the existing ones. The one school would then be more easily managed than the two, and the expense of a new building would be more than met by the saving effected by having only one school to operate instead of two, even though teachers, or a teacher and assistant, might be necessary, which is not at all certain.

"I visited the Collegiate and High School, and spent some time in observing its work and acquainting myself with the details of its management. The school is in an

excellent condition of discipline, and its organization has been improved in many respects. The Principal is nothing if he is not thorough, and his handling of his own subjects is sound and intelligent through and through. He is a man of strong will and strong common sense, and the school feels his influence. There is no attempt at display, but the work is there. I feel assured that under his teaching the young people will be led to form their own opinions, and to verify for themselves their own conclusions,—in a word, that they will be taught to be self-reliant.

"The Principal is ably seconded by Mr. Palmer, a man of much determination, thorough knowledge of his subjects, and fine teaching ability.

"Mr. Meagher, too, is doing good work. I found that he has been giving especial attention to the Natural Science subjects, and has had much success in teaching them. \* \* \*

"Of Miss Gregory I hardly need speak; her work speaks for itself. \* \* It will be long before the Board will have on its staff a more faithful and generally useful teacher."

The Examiner discusses the requirements and possibilities of this school, and offers several suggestions which would, he says, if carried out, round out the work of the school very completely.

"The other schools have made much progress during the year. There has been a great improvement in the teaching of the Natural Science subjects, in the eighth grades especially.

"The Charlotte Street School is very well staffed and has two of the best primary teachers in the city—Miss McAdam and Miss Hunter. Miss Cameron suffered very much from ill health during the winter, and her school was very large. Miss Porter had quite maintained her reputation. The Principal, Mr. Kilburn, is in some respects very favourably conditioned for reaching good results. \* \* \* He does not try experiments, but holds closely by what his experience has shown to be practical, and covers his ground thoroughly.

"The Regent Street School I found much in its usual condition. \* \* \* It is fair to remark that the Principal, Mr. Meagher, was confined to his house with a serious illness during the latter part of the term, and that this fact will explain, in a large measure, the falling off in the subjects of instruction, especially in the Natural Science. In Miss McKenna's and Miss Quirk's departments much excellent work has been done. No school in the city surpasses them in the taste and neatness of their manual work of all kinds, and no teachers are more desirous of keeping themselves fully abreast of their work. \* \* The singing of the pupils is especially commendable. Miss Duffy is a valuable teacher in her place. It needs a strong woman to deal with a school composed of boys with four grades. \* \* She is a good disciplinarian and a capable and conscientious teacher.

"The Brunswick Street School was well attended and I found its work very satisfactory. The teacher in charge, Miss McLaughlin, is well adapted to her grades.

"The Model School has held its place honorably during the year. The Principal has omitted nothing of the zeal and labor which has made his work so successful in the past, and spared no pains to make his teaching full of interest to his school. Miss Ross is a host in herself. She is always cheerful and full of energy, and her school thoroughly believes in her. \* \* \* She secures the interest of her pupils and keeps them constantly and profitably employed. Miss Harvey, as usual, does not satisfy her own ideal,



but there is no more intelligent and conscientious teacher. No boy or girl can come through her department without being the better for it all his life. \* \* \* Miss Macleod has snap in her teaching, and tact—wonderful tact in managing little people. \* \* \* She knows what she ought to do, and how to do it.

“The model School staff is admirably well assorted, and all its work is fresh and bright.

“The York Street School still labors under the great disadvantage of its totally unsuitable building,—but I hope when I make my next report, if I am spared to do so, that matters will be arranged to provide a suitable modern building. The teachers are doing their best under these conditions, and they deserve well. The Principal, Mr. Inch, is a capable teacher. \* \* \* A man who could not be induced to do a thing which his judgment or his conscience disapproved. He is capable and accurate in all his work, and he trains his pupils to think. Miss Thorne has quite maintained her reputation. She had a very large school, and found some things to discourage her, but she does not shrink from work, and her school was in its usual efficient condition. Miss Duffy is doing well in her school. \* \* \* She suits her department very well and has done good work. I noticed the writing as especially commendable. \* \* \* Miss Effie Ross does not lack spirit and activity. She is a very busy teacher and keeps her little folks up to their work excellently. Miss Janie Harvey is altogether an admirable primary teacher. She makes her pupils like her first, and then out of their liking for her she gets them to like to do everything she wishes them to do. \* \* \* It would be hard to find another woman who could do what Miss Harvey does—where she does it.

“During the year we have had a number of very interesting and, I believe, profitable meetings of the teachers of the city, at all of which \* \* \* we discussed matters of teaching and school management. The teachers of the city are reading a text on the Science of Teaching, for the winter months, under my direction. We meet once a fortnight in the Library of the Normal school, and I have reason to believe that they appreciate the value of the study and will profit in large measure by it. I do not think the staff of the city has ever been more interested in their work than in the past year, and the schools show it.

“I have taken occasion in previous years to congratulate the Board on the possession of so well equipped and so intelligent a body of teachers as are to be found on the Fredericton staff. I know the Board appreciates the value of their work, and I believe the people, whose representatives they are, have the fullest confidence in the schools and in their management. I trust that this condition of matters will never be exchanged for a less satisfactory one.”

The number of teachers on our staff during the year, including the Collegiate and High School and Model School, was twenty-six, and one assistant.

Two hundred and ninety-eight permits were issued to applicants for admission into the schools during the year.

By reference to tabulated statements from A. to E. inclusive, the receipts and expenditures for the year will be seen, as well as the names of teachers, the age, sex, attendance, etc., of pupils.

All of which is respectfully submitted.

CHAS. A. SAMPSON, *Secretary*.

Tabular Statement A.  
Showing Receipts and Expenditures from 1st November, 1889, to 31st October, 1890.

ON WHAT ACCOUNT.	AMOUNT.	AMOUNT.	ON WHAT ACCOUNT.	AMOUNT.
Permanent Account—				
Doak Settlement School,.....	\$90 00		By City Taxes—	\$14,000 00
Furniture and Furnishing,.....	1 60		From Treasurer,.....	107 00
Apparatus, .....	38 15	\$129 75	Tuition Fees,.....	50 00
			Rent,.....	3,648 19
Annual Expenditure—			Balance,.....	
City Auditors, .....	\$10 00			\$17,805 19
Insurance,.....	30 50			
Rent,.....	693 75			
Office, .....	17 73			
Indigent Pupils,.....	5 08			
Printing,.....	54 75			
Interest,.....	1,787 19			
Repairs,.....	93 99			
Fuel,.....	543 50			
Contingent,.....	114 97			
Examiner,.....	160 00			
Secretary,.....	700 00			
Teachers,.....	9,005 50			
Janitors, .....	959 25			
Balance 1st November, 1889,.....	3,499 23	17,675 44		
		\$17,805 19		\$17,805 19

CHAS. A. SAMPSON, Secretary.

### Tabular Statement B.

*Shewing Schools, Names of Teachers, age, sex, and number of Pupils for Winter Term ending June, 1890.*

SCHOOL.	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High	B. C. Foster, .....	7	15	22	..	22
	Jas. M. Palmer, .....	9	11	20	..	20
	L. Jane Gregory, ..	26	26	..	52	52
	F. B. Meagher, Assist. }					
York Street	Geo. A. Inch, .....	28	12	21	19	40
	Ella L. Thorne, .....	61	..	28	33	61
	Alice G. Duffy, .....	43	..	18	25	43
	Alice M. Vandine, ....	49	..	33	16	49
	Effie E. Ross, .....	57	..	34	23	57
	Janie Harvey, .....	52	..	25	27	52
Model. ....	J. F. Rogers, .....	49	..	18	31	49
	Frances I. Ross, .....	47	1	24	24	48
	Annie M. Harvey, ....	50	..	29	21	50
	Miriam J. MacLeod, ..	50	..	27	23	50
Charlotte Street	H. B. Kilburn, .....	32	20	29	23	52
	Maggie B. Porter, ....	51	1	27	25	52
	Nellie L. Cameron, ....	64	..	24	40	64
	Mabel C. Hunter, ....	48	..	29	19	48
	Ida McAdam, .....	51	..	31	20	51
Regent Street	J. Meagher, .....	44	..	44	..	44
	Ellen McKenna, .....	35	..	..	35	35
	Agnes Quirk, .....	55	..	..	55	55
	Sarah G. Duffy, .....	43	..	43	..	43
Brunswick Street	E. G. McLaughlin, ....	38	..	13	25	38
Morrison's Mill	Annabell Hooper, ....	55	2	39	18	57
Doak Settlement	Lottie E. Cliff, .....	14	..	5	9	14
Wiseley ...	I. R. Everett, .....	26	..	17	9	26
Totals .....		1084	88	600	572	1172

CHARLES A. SAMPSON, *Secretary.*

### Tabular Statement C.

*Showing Schools, Names of Teachers, age, sex, and number of Pupils for Summer Term ending December, 1890.*

SCHOOL.	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High	B. C. Foster,.....	10	17	27	..	27
	J. M. Palmer,.....	16	10	26	..	26
	L. Jane Gregory,.....	34	27	..	61	61
	F. B. Meagher, Assist. ....	..	..	..	..	..
York Street	G. A. Inch,.....	41	3	18	26	44
	A. M. Vandine, .....	56	..	31	25	56
	A. G. Duffy,.....	42	..	24	18	42
	L. E. Cliff, .....	40	..	26	14	40
	I. R. Everett,.....	52	..	31	21	52
	J. Harvey, .....	49	..	18	31	49
Model.....	J. F. Rogers, .....	42	1	17	26	43
	F. I. Ross, .....	49	..	24	25	49
	A. M. Harvey, .....	48	..	26	22	48
	M. J. MacLeod,.....	50	..	26	24	50
Charlotte Street	H. B. Kilburn,.....	39	9	25	23	48
	E. L. Thorne,.....	52	..	28	24	52
	E. E. Ross, .....	73	..	35	38	73
	M. C. Hunter,.....	41	..	30	11	41
	Ida McAdam,.....	46	..	24	22	46
Regent Street	J. Meagher, .....	38	..	38	..	38
	M. E. Walsh, .....	44	..	..	44	44
	F. Bourgeois, .....	49	..	..	49	49
	S. G. Duffy, .....	39	..	39	..	39
Brunswick Street	E. G. McLaughlin,....	64	..	28	36	64
Morrison's Mill	A. Hooper, .....	64	..	37	27	64
Doak Settlement	A. M. Doak,.....	7	1	3	5	8
Wiseley ...	M. E. S. Nicolson,.....	21	..	13	8	21
Totals,.....		1106	68	594	580	1174

CHAS. A. SAMPSON, *Secretary.*

## Tabular Statement D.

*Showing School, Name of Teacher, Salary, Attendance, etc., for Winter Term, ending June, 1890.*

SCHOOL.	NAME OF TEACHER.	Salary from Trustees.	No. Pupils.	Average Daily Attend'ce.	Per cent. Attend'ce.
Collegiate and High	B. C. Foster,.....	\$465	22	17.04	77.45
	Jas. M. Palmer,.....	265	20	15.	75.
	L. Jane Gregory,.....	600	52	?	?
	F. B. Meagher, Assistant,	700	..	..	..
York Street	G. A. Inch,.....	600	40	27.63	69.
	Ella L. Thorne,.....	250	61	44.08	73.
	Alice G. Duffy,.....	225	43	32.	74.
	Alice M. Vandine,.....	250	49	32.97	67.28
	Effie E. Ross,.....	250	57	40.	71.
	Janie Harvey,.....	225	52	40.	77.
Model, ....	J. F. Rogers,.....	600	49	39.	79.07
	Frances I. Ross,.....	250	48	44.68	93.
	Annie M. Harvey,.....	160	50	44.15	88.30
	Miriam J. MacLeod,....	160	50	43.08	86.16
Charlotte Street	H. B. Kilburn,.....	600	52	39.	75.
	Maggie B. Porter,.....	250	52	40.95	78.07
	Helen L. Cameron,.....	250	64	50.05	78.
	Mabel C. Hunter,.....	250	48	37.49	78.10
	Ida McAdam,.....	225	51	42.	82.
Regent Street	J. Meagher,.....	600	44	33.	77.
	Ellen McKenna,.....	250	35	30.01	85.74
	Agnes Quirk,.....	225	55	48.86	88.83
	Sarah G. Duffy,.....	250	43	32.37	75.29
Brunswick Street	E. G. McLaughlin,.....	225	38	30.76	80.94
Morrison's Mills	Annabell Hooper,.....	225	57	32.	57.
Doak Settlement	Lottie E. Cliff,.....	250	14	9.19	65.66
Wiseley, ..	I. R. Everett,.....	250	26	19.03	74.
			1172		

CHAS. A. SAMPSON; *Secretary.*

## Tabular Statement E.

*Shewing School, Name of Teacher, Salary, Attendance, etc., for Second Term ending December, 1890.*

SCHOOL.	NAME OF TEACHER.	Salary from Trustees.	No. Pupils.	Average Daily Attend'ce.	Per Cent. Attend'ce.
Collegiate and High	B. C. Foster, .....	\$465	27	20.	74.
	J. M. Palmer, .....	265	26	23.94	92.
	L. J. Gregory, .....	600	61	47.62	78.47
	F. B. Meagher, .....	700	..	.....	.....
York Street	G. A. Inch, .....	600	44	37.14	84.41
	A. M. Vandine, .....	250	56	45.88	82.91
	A. G. Duffy, .....	225	42	33.68	80.19
	L. E. Cliff, .....	250	40	28.47	71.18
	I. R. Everett, .....	250	52	34.88	67.
	J. Harvey, .....	225	49	39.	79.
Model ....	J. F. Rogers, .....	600	43	38.	80.33
	F. I. Ross, .....	250	49	44.48	90.77
	A. M. Harvey, .....	160	48	43.21	90.
	M. J. MacLeod, .....	160	50	44.95	89.98
Charlotte Street	H. B. Kilburn, .....	600	48	40.	83.33
	E. L. Thorne, .....	250	52	40.03	77.
	E. E. Ross, .....	250	73.	56.	76.
	M. C. Hunter, .....	250	41	32.89	80.21
	Ida McAdam, .....	225	46	40.24	87.
Regent Street	J. Meagher, .....	600	38	27.75	73.04
	M. E. Walsh, .....	250	44	39.91	90.70
	F. Bourgeois, .....	225	49	44.74	91.30
	S. G. Duffy, .....	250	39	32.45	83.25
Brunswick Street	E. G. McLaughlin, .....	225	64	54.34	84.90
Morrison's Mill	A. Hooper, .....	225	64	40.	63.
Doak Settlement	A. M. Doak, .....	225	8	6.75	84.37
Wiseley ...	M. E. S. Nicholson, .....	225	21	18.	87.
			1174	36.69	81.55

CHAS. A. SAMPSON, *Secretary.*

---

### III.—CITY OF MONCTON.

---

WM. CROCKET, Esq., A. M.,

*Chief Superintendent of Education.*

SIR: Herewith I respectfully submit the Annual Report of the Board of School Trustees for the city of Moncton for the year ending December 31st, 1890.

Dr. L. N. Bourque's term of office as trustee having expired in course, the Council filled the vacancy by re-appointing him.

The following additions and changes occurred in the teaching staff during the year: In the First Term Miss Annie Fleetwood was employed to relieve Miss Bourque, and subsequently Miss Allen during temporary sickness. Miss McKay and Miss O'Neil were granted leave to attend the Provincial Examination for an advance of class, and their positions were filled by Miss Mary A. Henry and Miss ——— De Vere respectively. Miss Gross retired from the staff to move to British Columbia, and Miss Augusta Parlee to be married. At the commencement of the Second Term, in order to fill these vacancies and open up additional departments, the Trustees secured the services of Miss Annie Hannington, Miss Elspeth Charters, and Miss Lillian Burt. Miss Lavinia G. Fawcett, who had been resting for a Term, returned to her work. The work of the Term had barely commenced when Miss Annie Adams was obliged to retire on account of a threatened attack of fever. Miss Mary Bailey was secured to take her place, and a week later, when Miss Allen was compelled to retire, from an attack of typhoid fever, Mrs. William Cameron was placed in charge of her school until Miss Adams' return, when Miss Bailey was transferred to that school.

Mr. Irons having been promoted to the Principalship of the "Victoria" building, Miss Ida H. Adams was transferred to the department vacated by him, in charge of grades VII and VIII.

It is to be regretted that both Miss Allen and Miss Parlee, who were good disciplinarians, and very painstaking and successful teachers, should find it necessary to permanently retire from the profession.

The Trustees found it necessary to abandon the two rooms in the third flat of the Central building on account of bad ventilation, and this, taken in connection with the large increase of scholars to be provided for, made it difficult to locate all the children in the schools most convenient to their homes.

After the summer holidays six Departments were opened in the new "Victoria" building, under the Principalship of Mr. S. W. Irons. Notwithstanding two additional departments, the schools are still overcrowded (averaging 61), and the prospects are good for filling two or three more departments after the midsummer holidays.

As few repairs as possible were put on the buildings this year, in view of the fact that in the near future, and probably next year, quite extensive repairs will be needed.

It is gratifying to know that many of our schools are doing excellent work, and that the Educational Exhibit sent to the St. John Exhibition ranked high as compared

with that sent from other parts of the Province, and received flattering notices both from the press and prominent educationalists of the Province; and this, I may add, without any assistance from Mr. Trites' department, and during some four days before the High School exhibit reached the exhibition.

Respectfully yours,

C. R. PALMER,

*Secretary to the Trustees.*

### Statement No. 1.

#### *Report of School Trustees of Moncton.*

1886.

##### APPOINTED BY THE LIEUT.-GOV. IN COUNCIL.

W. J. Robinson, Esq., Chairman.  
John L. Harris, Esq.,  
H. A. Whitney, Esq.

##### APPOINTED BY THE TOWN COUNCIL.

L. N. Bourque, Esq., M. D.,  
John H. Marks, Esq.,  
Edward McSweeney, Esq.,  
John McKenzie, Esq.

1887.

W. J. Robinson, Esq., Chairman.  
John L. Harris, Esq.,  
H. A. Whitney, Esq.

C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.,  
Edward McSweeney, Esq.,  
John H. Marks, Esq.

1888.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

John McKenzie, Esq.,  
C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.,  
Edward McSweeney, Esq.

1889.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

J. H. Wran, Esq.,  
John McKenzie, Esq.,  
C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.,

1890.

W. J. Robinson, Esq., Chairman,  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

L. N. Bourque, Esq., M. D.,  
J. H. Wran, Esq.,  
John McKenzie, Esq.,  
C. A. Steeves, Esq.

### Statement No. 2.

#### TEACHERS, CENTRAL BUILDING.

S. C. Wilbur, I Class, Principal.

Ida H. Adams,..... I Class.      D. M. Trites,..... II Class.  
Catherine Hennessy,..... I Class.



## VICTORIA SCHOOL.

S. W. Irons, I Class, Principal.

Lillian Burt,.....	I Class.	Margaret Blakney,.....	I Class.
L. G. Fawcett,.....	II Class.	Miriam Simmons,.....	II Class.
Ella W. Veazey,.....	I Class.		

## ALMA STREET SCHOOL.

Agnes C. McSweeny,.....	II Class.	Emma Condon,.....	II Class.
-------------------------	-----------	-------------------	-----------

## BOTSFORD STREET SCHOOL.

Annie Adams,.....	I Class.	Annie Hannington,.....	I Class.
-------------------	----------	------------------------	----------

## LUTZ STREET SCHOOL.

M. P. Simpson,.....	III Class.	Lillian Nicolson,.....	I Class.
---------------------	------------	------------------------	----------

## WELDON STREET SCHOOL.

Mary Bailey,.....	I Class.	Dora E. Smith,.....	II Class.
-------------------	----------	---------------------	-----------

## WATERLOO STREET SCHOOL.

Mary B. Bourque,.....III Class.

## CROSS STREET SCHOOL.

Ella J. McKay,.....	I Class.	Elspeth Charters,.....	I Class.
---------------------	----------	------------------------	----------

## ST. BERNARD'S SCHOOL.

Sister M. Loretto,.....	I Class.	Sister M. Julie,.....	II Class.
Lottie O'Neil,.....	I Class.		

*Recapitulation.*

I Class, Male,	....	....	....	....	....	2
II " "	....	....	....	....	....	1
I " Female,	....	....	....	....	....	14
II " "	....	....	....	....	....	5
III " "	....	....	....	....	....	2
						<hr/> 24

*By Denominations.*

Presbyterians,	....	....	....	....	....	7
Catholics,	....	....	....	....	....	6
Baptists,	....	....	....	....	....	5
Methodists,	....	....	....	....	....	4
Episcopalians,	....	....	....	....	....	2
						<hr/> 24

**Statement No. 3.**  
*Semi-Annual Returns (Condensed).*

PARTICULARS.	First Term.	Second Term.
Schools Opened.....	Jan. 6, 1890	Aug. 18, 1890
Schools Closed, .....	June 25, 1890	Dec. 17, 1890
Number of School Days, .....	119	86
Number of Pupils under 13 years, .....	1,195	1,406
Number of Pupils said to be under 5 years, .....		2
Number of Pupils over 5 years, .....	42	56
Total Pupils enrolled: Boys, 627; Girls, 610, .....	1,237	
" " 729; " 735, .....		1,464
Total Days Attendance by all Pupils, .....	107,233	92,765
" Lost " " .....	27,434	19,101
Average Daily Attendance during the Term, .....	42.51	47.29
Percentage of " " " .....	75.62	77.55
Visits by Trustees and Secretary, .....	93	141
" Clergymen, .....	12	43
" Others, .....	64	516

**Statement No. 4.**  
*Number of Pupils in the several Standards of Instruction.*  
TERM ENDING JUNE 30, 1890.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	TL.
Reading, Spelling, Recitation, ..	217	190	196	161	170	118	83	68	22	17	1242
Composition, .....	217	190	196	161	170	118	83	62	22	17	1236
Grammar and Analysis, .....	..	..	..	..	147	141	83	62	22	17	472
History, .....	..	..	..	161	170	118	83	62	22	17	633
Form, .....	217	190	..	..	..	..	..	..	..	..	407
Industrial Drawing, .....	..	..	196	161	170	118	83	62	22	17	829
Print Script, .....	217	190	237	120	158	..	..	..	..	..	922
Writing, .....	..	..	196	161	170	118	83	63	22	17	830
Arithmetic, .....	217	190	196	161	170	118	83	63	22	17	1237
Geometry, .....	..	..	..	..	..	..	73	56	22	17	168
Algebra, .....	..	..	..	..	..	..	17	10	22	17	166
Geography, .....	217	190	196	161	170	118	83	162	22	17	1236
Mineral, Plant, and Animal Life, .....	117	162	196	161	170	118	83	62	..	..	1069
Color, .....	217	190	178	149	..	..	..	..	..	..	734
Temperance Teachings of Science, .....	177	162	178	159	147	58	28	62	..	..	971
Physics, .....	..	..	..	..	..	118	83	62	..	..	263
Physiology, .....	..	..	..	..	..	..	..	56	..	..	56
Latin, .....	..	..	..	..	..	..	..	..	5	2	7
French, .....	..	..	18	12	35	17	11	26	..	..	119

## Statement No. 5.

*Number of Pupils in the Several Standards of Instruction.*

TERM ENDING DECEMBER 31st, 1890.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	TL.
Reading, Spelling, Recitation,.	230	253	234	189	176	116	130	74	43	19	1464
Composition, . . . . .	230	253	234	189	176	116	130	74	43	19	1464
Grammar and Analysis, . . . . .	..	..	..	..	176	116	129	74	43	19	557
History, . . . . .	..	..	..	162	207	116	129	74	43	19	750
Form, . . . . .	230	243	..	..	..	..	..	..	..	..	473
Industrial Drawing, . . . . .	..	..	234	189	176	103	129	74	..	..	905
Print Script, . . . . .	230	243	234	189	112	..	..	..	..	..	1008
Writing, . . . . .	..	..	234	189	176	116	130	74	43	19	981
Arithmetic, . . . . .	230	243	234	158	181	142	130	74	43	19	1454
Geometry, . . . . .	..	..	..	..	..	..	80	74	43	19	216
Mensuration, . . . . .	..	..	..	..	..	..	..	..	..	..	..
Algebra, . . . . .	..	..	..	..	..	..	55	67	43	19	184
Geography, . . . . .	230	243	234	189	176	116	129	74	43	19	1453
Mineral, Plant, and Animal Life, . . . . .	230	243	215	179	176	102	130	74	..	..	1349
Color, . . . . .	230	243	215	100	..	..	..	..	..	..	788
Objects, . . . . .	..	..	..	..	..	..	..	..	..	..	..
Temperance Teachings of Sci- ence, . . . . .	136	202	195	179	176	68	20	7	..	..	983
Physics, . . . . .	..	..	..	..	..	44	130	74	..	..	248
Physiology, . . . . .	..	..	..	..	..	..	..	43	..	..	43
Latin, . . . . .	..	..	..	..	..	..	..	..	18	7	25
French, . . . . .	..	47	26	..	..	..	20	7	..	..	100
Book-keeping, . . . . .	..	..	..	..	..	..	..	..	..	..	..
Singing, . . . . .	230	243	234	189	176	106	130	74	43	19	1444
Oral Lessons on Morals, . . . . .	..	..	..	..	..	..	..	..	..	..	1364
Sewing, . . . . .	..	..	..	..	..	..	..	..	..	..	744
Physical Exercises, . . . . .	..	..	..	..	..	..	..	..	..	..	1400

Statement No. 6. — Teachers and Actual Attendance Returns.  
Term ending June 30th, 1890.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Average Days Pupils Attended.	Percentage of Attendance.
Central,	S. C. Wilbur,	\$650	119	39	25	24	3163 <sup>1</sup>	525 <sup>1</sup>	27.32	70.00
"	S. W. Irons,	600	119	57	26	31	4637 <sup>1</sup>	1169 <sup>1</sup>	40.27	70.65
"	D. M. Trites,	600	114	55	38	17	4929 <sup>1</sup>	1537 <sup>1</sup>	43.80	76.6
"	Catherine Hennessy,	240	118	58	..	58	4491 <sup>1</sup>	1100 <sup>1</sup>	40.08	69.1
"	Annie Adams,	240	119	61	..	61	5246 <sup>1</sup>	1447 <sup>1</sup>	46.69	76.54
"	Isabella Gross,	200	119	61	61	..	5387 <sup>1</sup>	1278 <sup>1</sup>	46.66	76.49
Botaford Street,	Ida H. Adams,	240	119	63	63	..	5430 <sup>1</sup>	1239 <sup>1</sup>	47.	74.6
"	Augusta F. Parlee,	240	117	72	..	72	5998 <sup>1</sup>	2005 <sup>1</sup>	52.65	73.1
Alma Street,	Agnes C. McSweeney,	200	114	60	48	12	4685 <sup>1</sup>	2164 <sup>1</sup>	43.	71.
"	Emma Condon,	200	118	68	31	37	6149 <sup>1</sup>	1870 <sup>1</sup>	53.87	81.54
"	Maggie P. Simpson,	200	117	55	32	23	5172 <sup>1</sup>	940 <sup>1</sup>	45.5	82.7
"	Lillian Nicolson,	240	118	46	26	20	4252 <sup>1</sup>	1175 <sup>1</sup>	37.	80.5
Weldon Street,	E. Maud M. Allen,	200	116	71	35	36	6292 <sup>1</sup>	1943 <sup>1</sup>	55.24	77.80
"	Dora E. Smith,	200	119	68	40	28	5925 <sup>1</sup>	1641 <sup>1</sup>	51.35	75.51
Waterloo Street,	Mary B. Bourque,	200	119	42	24	18	3412 <sup>1</sup>	1029 <sup>1</sup>	31.84	75.80
Steadman Street,	Mariannie Simmons,	240	119	41	26	15	3685 <sup>1</sup>	365 <sup>1</sup>	31.	76.8
"	Maggie Bleakney,	240	119	46	26	20	3871 <sup>1</sup>	1004 <sup>1</sup>	33.7	73.4
Cross Street,	Ella J. McKay,	200	119	59	38	21	5229 <sup>1</sup>	1087 <sup>1</sup>	45.38	76.91
"	Ella M. Veazey,	240	119	58	29	29	4519 <sup>1</sup>	1060 <sup>1</sup>	39.3	67.8
"	Mary E. Walsh,	240	122	46	15	31	4488 <sup>1</sup>	513 <sup>1</sup>	37.47	81.45
St. Bernard's,	Natalie Allain,	200	122	53	24	29	5043 <sup>1</sup>	1122 <sup>1</sup>	42.09	79.41
"	Lottie O'Neil,	200	118	58	30	28	4925 <sup>1</sup>	1226 <sup>1</sup>	44.	76.
				1237	627	610	107233	27434 <sup>1</sup>	42.51	75.62

Statement No. 7.—Teachers and Actual Attendance Returns.  
Term ending December 31st, 1890.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Average Days Pupils Attended.	Percentage of Attendance.
Central,.....	S. C. Wilbur,.....	\$650	83½	62	23	39	3930	560	48.44	78.3
"	Ida H. Adams,.....	240	85	58	15	43	3388	918½	40.3	70.
"	D. M. Trites,.....	600	84½	57	39	18	3747½	1383½	46.66	82.
"	Catherine Hennessy,.....	240	84	46	46	..	2812	588	34.69	75.4
Victoria,.....	S. W. Irons,.....	600	85	62	26	36	4432½	486½	52.81	86.21
"	Lillian Burt,.....	240	85	64	30	34	4110	786½	49.4	77.18
"	Margaret Bleakney,.....	240	85	67	42	25	4206	661½	50.27	75.
"	L. G. Fawcett,.....	200	78	65	36	29	3806½	789½	49.19	75.67
"	Marianne H. Simmons,.....	240	84	76	41	35	4891½	893½	59.5	78.3
"	Ella M. Veazey,.....	240	84	67	40	27	4198	548½	51.	76.2
Botsford Street,.....	Annie Adams,.....	240	78½	57	28	29	3391	756	44.74	78.5
"	Annie L. Hannington, ..	240	84½	66	21	45	4236½	1276	52.89	80.13
Alma Street,.....	Agnes C. McSweeney,.....	200	81½	48	..	48	2822	1091	35.	72.
"	Emma Condon,.....	200	84	67	37	30	4349½	1314½	53.26	79.49
Lutz Street,.....	M. P. Simpson,.....	200	84	59	33	26	3895½	645½	47.5	80.5
"	Lillian Nicholson,.....	240	85	64	28	36	4159½	1280½	50.	72.12
Weldon Street,.....	Mary L. F. Bailey,.....	240	53½	60	34	26	3960	751	47.87	79.78
"	Dora E. Smith,.....	200	80	69	31	38	4332½	651	55.8	80.78
Waterloo Street,.....	M. B. Bourque,.....	200	85	48	26	22	3055	722	35.67	74.31
Cross Street,.....	Ella J. McKay,.....	240	86	59	35	24	3557	762	43.88	74.37
"	Elspeth Charters,.....	240	85	64	42	22	3744	342½	45.	70.7
St. Bernards,.....	Agnes McGuire,.....	240	84½	49	13	36	3418½	402½	41.23	84.14
"	Natalie Allain,.....	200	84½	73	33	40	4684	861½	57.	78.
"	Lottie O'Neil,.....	240	85	57	30	27	3638	627	44.	77.
				1464	729	735	92765	19101	47.29	77.55

## Statement No. 8.

*Receipts and Expenditures on Schools for Year ending December 31st, 1890.*

## RECEIPTS.

1889.						
Dec. 31.	Balance on hand,....	....	....	....		\$250 71
1890.	Received from Treasurer, ....	....	....	....	\$10,731 50	
"	" " County Fund, ....	....	....	....	2,018 18	
"	Bank Loan, ....	....	....	....	2,460 55	
					<u>15,210 13</u>	
"	Unpaid Accounts, S. C. Wilbur, ....	....	....	....		110 00
						<u>\$15,570 84</u>

## CR.

1890.	Salaries of Teachers and Secretary, ....	....	....	....	\$6,918 07	
"	Janitors,....	....	....	....	550 64	
"	Water, ....	....	....	....	81 99	
"	Fuel, ....	....	....	....	684 00	
"	Expenses, ....	....	....	....	180 89	
"	School Supplies, ....	....	....	....	79 87	
"	Furniture, ....	....	....	....	6 50	
"	Interest, ....	....	....	....	1,740 00	
"	Insurance, ....	....	....	....	277 70	
"	General Repairs, ....	....	....	....	280 98	
"	Interest on Overdrawn Account, ....	....	....	....	25	
"	Bank Loan Retired, ....	....	....	....	2,500 00	
"	Acct. paid in 1890, chargeable to 1889, ....	....	....	....	188 50	
"	Loan to Debentures account, ....	....	....	....	581 17	
"	Cash in Bank, ....	....	....	....	1,500 28	
					<u>\$15,570 84</u>	

(E. AND O. E.)

*Moncton, January 9, 1891.*

Statement No. 9.—*Debentures Account.*

To 5 p. c. Debentures sold, .....	\$12,990 00
" 4 p. c. " " .....	9,633 00
" Bank Loan, .....	1,477 07
" Loan from Current Account, .....	581 17
	<u>\$24,681 24</u>

## CR.

By Debentures redeemed, .....	\$3,000 00
" Bank Loans retired, .....	9,250 00
" Insurance, .....	300 00
" H. Mott (Architect), .....	400 00
" Peters, Jones, & Lounsbury, .....	2,050 00
" Victoria Building, .....	7,852 99
" Cleaning and Grading Grounds, .....	88 15
" School Furniture, .....	1,016 43
" Interest on overdrawn account, .....	1 30
" Cash in Bank, .....	722 37
	<u>\$24,681 24</u>

## IV. TOWN OF ST. STEPHEN.

### Board of School Trustees.

JOHN D. CHIPMAN, Esquire, CHAIRMAN,

HUGH CULLINEN, Esquire,

W. McK. DEINSTADT, Esquire, M. D.

GEORGE J. CLARKE, Esquire,

FRANK TODD, Esquire,

GILBERT W. GANONG, Esquire,

WALLACE BROAD, Esquire.

L. M. MILLS, Secretary.

To WILLIAM CROCKET, Esq., A. M.

*Chief Superintendent of Education.*

SIR : The Board of School Trustees of the Town of Saint Stephen respectfully submit their Annual report of the schools under their control for the year ended 31st December, 1890.

The term of office of Henry E. Hill, Esquire, having expired, Wallace Broad, Esquire, was appointed by the Town Council to fill the vacancy.

W. H. Clarke's term of office having also expired, W. McK. Deinstadt, Esquire, M. D., was appointed in his place.

Mr. Carter, in his last annual report, stated that too much work was asked of Mr. McFarlane. No doubt better work would be done in our High School if an assistant teacher were engaged, but the Board is at present well satisfied with the manner in which our High school is conducted. As good work is being done as could be expected of one man, who has grades IX, X, and XI to teach. In addition to teaching his own department, Mr. McFarlane is asked to visit the schools monthly, and to report as to their condition, etc. ; this he does. The Board also required of him to see to it that the monthly teachers' meeting is regularly held. Last year our High school graduated three pupils, but we hope that the attendance will so increase that the Board will feel satisfied in supplying a needed assistant. Last year also, Miss Mary McCready (the only pupil presented), passed the matriculation examination, and next year we hope that all the young lady pupils in the senior class will take the advantage of the opportunity of securing a matriculation certificate from the University.

At the close of the first term Miss Mary McCready was presented with the Governor-General's Medal, and the Hon. James Mitchell's prizes for Classics and Mathematics were won by Miss Amy Young.

At the beginning of the summer term we found that it would be necessary to open an additional school for grades III and IV. Accordingly, the Board furnished an unoccupied room in the Mark Street building for these grades, thus giving to the Mark Street school all the grades from I to XI. We also found that Mr. Sullivan had too



large a school, and that it would be necessary to give him an assistant, or to make a redistribution of the pupils. The following plan was found to be practicable: Mr. Sullivan was given all the pupils in grade VIII and part of grade VII; Miss Dibbles the rest of the pupils in grade VII, and part of grade VI; Miss Robinson the rest of the pupils in grade VI, and all of grade V. We believe that with this arrangement as good work is being done as in the past.

At the beginning of the summer term Miss Mary Carter was employed by the Board to take charge of the new school, grades III and IV, and is doing satisfactory work.\*

In the other schools, and in which they have had no change during the year, I take pleasure in reporting that very satisfactory progress has been made.

Our Board regret that our schools did not make a larger and better display of the work done in the different departments at the International Exhibition held in St. John in September last. Had our teachers realized that the Educational exhibit would assume the grand proportions it did, we feel sure that they would have made a greater effort, and found time to make a more representative and creditable exhibit, notwithstanding the time for preparation was limited.

During the summer we were pleased to have another visit from yourself. Our teachers welcome no school officer more gladly than the Chief Superintendent. We know that your conference with our teachers, in company with Inspector Carter, was not without its good results.

Hereto annexed are tabular statements of attendance, etc., as also statements of receipts and expenditure for the year.

All of which is respectfully submitted.

St. Stephen, January 6th, 1891.

LEWIS A. MILLS,  
*Secretary.*

\* Miss Annie Moore was appointed at the beginning of last Term to take charge of Grades III and IV in the Cove school.—W. C.

*Receipts and Expenditures of the Board of School Trustees of St. Stephen for the year ended December 31st, 1890.*

1889.

## RECEIPTS.

Dec. 31.	To Balance on hand in St. Stephens Bank,.....	\$ 408 74
1890.		
Feb. 14.	" Amount County Fund, . . . . .	417 27
April 1.	" " from Town Treasurer, . . . . .	500 00
" 14.	" " " " . . . . .	500 00
June 6.	" " " " . . . . .	500 00
" 23.	" " " " . . . . .	1,000 00
Aug. 2.	" " " " . . . . .	4,000 00
" 14.	" " County Fund, . . . . .	406 04
		<u>\$ 7,732 05</u>

1890.

## CR.

Dec. 31.	By Amount paid for Teachers' Salaries,....	\$3,244 96
" "	" " " Coupons, . . . . .	1,326 00
" "	" " " Care of Rooms, . . . . .	379 60
" "	" " " Contingencies, . . . . .	366 85
" "	" " " Repairs, . . . . .	710 09
" "	" " " Fuel, . . . . .	364 81
" "	Balance in St. Stephens Bank, . . . . .	1,339 74
		<u>\$ 7,732 05</u>

*St. Stephen, January 7, 1891.*

**Tabular Statement for Year ending December 31st, 1890—First Term.**

School.	Teachers.	Salaries.	Pupils Enrolled.			Daily Average Attendance.	Per Centage.	Standards Taught.
			Boys.	Girls.	Total.			
	P. G. McFarlane.....	\$650	13	19	32	22.8	71.	IX, X and XI.
	F. O. Sullivan.....	565	29	40	69	51.77	75.03	VII and VIII.
	Mary Dibblee .....	300	23	28	51	37.97	74.45	V and VI.
	Alice Robinson.....	300	29	21	50	40.	80.	V and VI.
	Jennie Lyle .....	260	17	31	48	39.	80.	I and II.
	W. M. Veazey.....	260	42	27	69	53.99	78.26	III and IV.
	Martha Rideout ....	260	28	30	58	42.	72.	I and II.
	Joseph Lockery.....	260	34	27	61	50.48	82.76	III and IV.
	Clara Bridges .....	260	29	26	55	40.	72.7	I and II.

## Second Term.

School.	Teachers.	Salaries.	Pupils Enrolled.			Daily Average Attendance.	Per Centage.	Standards Taught.
			Boys.	Girls.	Total.			
	P. G. McFarlane.....	\$650	15	22	37	28.33	76.5	IX, X and XI
	F. O. Sullivan.....	565	36	39	75	48.77	65.	VII and VIII.
	Mary Dibblee.....	300	32	42	74	39.30	52.84	V and VI.
	Alice Robinson.....	300	39	28	67	45.00	80.	V and VI.
	May Carter.....	260	37	24	61	76.40	46.42	III and IV.
	Jennie Lyle.....	260	32	17	49	43.	87.	I and II.
	Annie Moore.....	260	33	31	64	54.57	85.1	III and IV.
	Martha Rideout....	260	30	23	53	37.1	70.1	I and II.
	Joseph Lockery.....	260	35	25	60	49.6395	82.7235	III and IV.
	Clara Bridges.....	260	31	27	58	46.00	79.00	I and II.

## V. TOWN OF WOODSTOCK.

### Board of School Trustees.

LEWIS P. FISHER, Esquire, Chairman.

RANDOLPH K. JONES, Esquire,

JOHN McCORMAC, Esquire,

WILLIAM S. SAUNDERS, Esquire,

GILBERT W. VANWART, Esquire,

JAMES WATTS, Esquire,

HENRY A. CONNELL, Esquire,

A. B. CONNELL, Secretary.

To WILLIAM CROCKET, Esq., A. M.

*Chief Superintendent of Education.*

The Board of School Trustees herewith submit a statement of their Receipts and Expenditure for the past year.

#### RECEIPTS.

Balance in Treasurer's hand, January 1st, 1890, ....	....	\$ 362 83
Received from County Drafts, ....	....	927 00
" " Town Assessment, ....	....	3,000 00
" " Tuition Fees, ....	....	32 00
		<u>\$ 4,321 83</u>

#### EXPENDITURE.

Paid Teachers, Winter Term ....	....	\$1,392 00
" " Summer Term ....	....	1,419 16
" Secretary, ....	....	100 00
" Janitors, ....	....	207 00
" Contingencies, ....	....	51 41
" Insurance, ....	....	69 87
" Library Fund, ....	....	20 00
" Fuel, ....	....	178 68
" Furniture, repairs, etc., ....	....	253 67
" Interest, ....	....	348 75
Balance, ....	....	281 29
		<u>\$ 4,321 83</u>

The following tables show the arrangement of the schools, the standards taught in each, etc. :

### Winter Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average per cent.
1	Minnie Carman, .....	Primary, .....	62	I and II.	48.76	78.65
2	Ella Smith, .....	" .....	59	I " II.	46.	77.
3	Clara Donnelly, .....	" .....	51	I " II.	37.62	72.35
4	Lizzie B. Hughes, .....	Secondary, .....	64	III " IV.	45.73	71.47
5	Kate Appleby, .....	" .....	49	III " IV.	31.32	63.98
6	Elizabeth Cupples, ....	" .....	43	III " IV.	34.	79.
7	Helena Mulherrin, ....	Intermediate, ..	62	V " VI.	46.55	75.
8	Jennie Stevenson, ....	" .....	50	V " VI.	33.82	67.65
9	Grace V. Hovey, .....	" .....	50	V " VI.	36.33	72.66
10	Sarah Sharpe, .....	Advanced, .....	53	VII " VIII.	36.71	69.25
11	L. E. Young, .....	" .....	56	VII " VIII.	38.84	69.36
12	R. P. Steeves, .....	Grammar, .....	26		19.71	75.8
			625			

### Summer Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average per cent.
1	Minnie Carman, .....	Primary, .....	53	I and II.	42.81	80.77
2	Ella Smith, .....	" .....	60	I " II.	50.	83.
3	Clara Donnelly, .....	" .....	56	I " II.	42.	75.
4	Annie Ramsay, .....	Secondary, .....	72	III " IV.	54.01	75.01
5	Kate Appleby, .....	" .....	51	III " IV.	38.86	76.19
6	Elizabeth Cupples, ....	" .....	52	III " IV.	42.	81.
7	Helena Mulherrin, ....	Intermediate, ...	63	V " VI.	41.51	65.
8	C. C. Alexander, .....	" .....	48	V " VI.	35.43	73.43
9	Grace V. Hovey, .....	" .....	49	V " VI.	36.82	75.15
10	Sarah Sharpe, .....	Advanced, .....	51	VII " VIII.	36.98	72.3
11	L. E. Young, .....	" .....	43	VII " VIII.	31.87	74.119
12	R. P. Steeves, .....	Grammar, .....	34		27.08	79.55
			632			

Respectfully submitted,

A. B. CONNELL,

Dec. 31st, 1890.

Secretary.

## VI. TOWN OF MILLTOWN.

### Board of School Trustees.

HUGH McADAM, Chairman.

STEPHEN HARMON.

JAMES PIPER.

LEWIS DEXTER, JR.

FRANCIS SMITH.

HENRY McALLISTER.

E. H. BALKAM, Sec'y.

WILLIAM CROCKET, Esq., M. A.,

*Chief Superintendent of Education :*

The Board of School Trustees of Milltown report for school year, ending Dec. 31, 1890, as follows :

The schools of the year have been seven in number, being the same, with the same teachers, as at the close of the previous year. The attendance has not been quite up to that of the year before.\* The teachers have worked faithfully and the progress has been quite good. The criticism has been made by Trustees and other visitors that pupils in the advanced departments do not always give clear and forcible utterance to what they recite. A lack of distinct enunciation seems to grow on the pupils as they advance in the grades. May this be in any part for want of grip on the subjects, and might this be corrected by more of study on the part of the children, and less of oral teaching or telling by the teachers in the earlier grades? However much the child may have acquired, he has not gained the full benefit of wise teaching if he has not got the art and practice of study, and severe study, too.

The cost of the schools has been :

For Teachers' salaries,	....	....	....	\$2,150 00
Expense account,	....	....	....	553 23
				<hr/>
				\$2,703 23
There has also been paid for interest on debentures,.				60 00
Amount due on debentures, ....	....	....	....	333 33
				<hr/>
Total,	....	....	....	\$3,096 56

\* The attendance for the Term ended June, 1890, was considerably in advance of the corresponding Term of the previous year. See table of percentage, attendance for cities, etc., in General Report.—W. C.

## Statement—First Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	High, .....	W. T. Kerr, .....	30	18	48	VII, VIII and IX.
2	Intermediate, ..	Annie Gillmor, ...	24	30	54	V and VI.
3	" ..	C. M. Caswell, ....	29	25	54	IV.
4	Primary, .....	T. S. Kirk, .....	14	16	30	I, II and III.
5	2nd Primary, ...	M. G. Jones, .....	28	32	60	III.
6	" " .....	L. D. Hanson, ....	24	33	57	II.
7	Primary, .....	Annie Hanson, ...	22	31	53	I.

## Statement—Second Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	High, .....	W. T. Kerr, .....	16	16	32	VII, VIII and IX.
2	Intermediate, ..	A. Gillmor, .....	28	34	62	V and VI.
3	" ..	C. M. Caswell, ....	20	34	54	IV.
4	Primary, .....	T. S. Kirk, .....	14	19	33	I, II and III.
5	2nd Primary, ...	M. G. Jones, .....	27	24	51	III.
6	" " .....	L. D. Hanson, ....	22	31	53	II.
7	Primary, .....	Annie Hanson, ...	21	20	41	I.

Respectfully submitted,

E. H. BALKAM,

*Secretary.*

H. McADAM,

*Chairman.**Milltown, January 1st, 1891.*

---

## VII—TOWN OF CAMPBELLTON.

---

### Board of School Trustees.

H. F. McLATCHY, LL.B., Chairman.

VICTOR A. J. VERNER, M. D.

DANIEL MURRAY, M. D.

JOHN MAIR.

PETER McLEAN.

A. McG. McDONALD.

RICHARD O'LEARY.

WM. CROCKET, Esq., M. A.,

*Chief Superintendent of Education.*

SIR: I herewith submit for your consideration the following report of the Board of School Trustees for the year ending December 31st, 1890.

*Trustees.* Two vacancies on the Board caused by the resignations of William Andrew and Joseph LaBillois, were filled by the appointment of A. McG. McDonald and R. O'Leary, respectively.

*Teachers.* At the commencement of the year C. P. Steeves, Esq., B. A., was engaged as principal and teacher of the Superior department, as successor to Mr. Robinson, whose resignation was noticed in our last report. Also, Miss Mary Chrystal was engaged to teach the West End School, which was rendered vacant by the resignation of Miss Doyle, who was compelled to give up teaching owing to protracted illness.

A few weeks previous to the summer vacation two other vacancies occurred, viz: Miss N. E. Robinson tendered her resignation, asking that it take effect at once. As the reason given was important, and the object laudable, her resignation was granted. The vacancy was temporarily filled until vacation by Mr. Philip Adams, and afterwards permanently by Miss Galt, the present incumbent.

The other vacancy was caused by the death of the teacher, Miss Ida McNair, which occurred in June. Miss McNair was a faithful and painstaking teacher, and her death is regarded as a serious loss, not only to the Board, but to the whole town. This vacancy was temporarily filled until vacation by Miss S. Dewar, when Miss Stella McNair, the present teacher, was engaged.

*Departments.* Owing to the over-crowded condition of some of the rooms, especially in Grades III, IV, and V, it was decided to open another department. Accordingly, the old School House was thoroughly fitted up, and Miss Cassie Thompson engaged to teach Grades III and IV in that building. This somewhat lightened the work in the other rooms, and has proved in every respect a satisfactory experiment.



## First Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, . . . . .	C. P. Steeves, . . . .	18	23	41	VII, VIII and IX.
2	Advanced, . . . . .	Ida McNair, . . . . .	27	28	55	V and VI.
3	Intermediate, . . . .	N. E. Robinson, . . .	53	26	79	III and IV.
4	Primary, . . . . .	Martha G. Barnes, . .	51	23	74	I and II.
5	" . . . . .	Mary Chrystal, . . .	25	26	51	I, II and III.

## Second Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, . . . . .	C. P. Steeves, . . . .	12	28	40	VII, VIII and IX.
2	Advanced, . . . . .	Stella McNair, . . . .	25	17	42	V and VI.
3	Intermediate, . . . .	Helen L. Galt, . . . .	27	20	47	IV and V.
4	" . . . . .	Cassie Thompson, . .	43	19	62	III and IV.
5	Primary, . . . . .	Martha G. Barnes, . .	37	24	61	I and II.
6	" . . . . .	Mary Chrystal, . . .	27	23	50	I, II and III.

*Receipts and Expenditures of Board of School Trustees for fifteen months ending  
31st December, 1890.*

1889.

Oct. 1 To Balance in Secretary's hand, . . . . . \$ 55 87

1890.

Dec. 31 " Amount collected on assesment of 1889, . . . . . 1,249 12  
 " " " " County Fund, . . . . . 442 20  
 " " " " from County Treasurer, . . . . . 1,700 00  
 . . . . . \$ 3,447 19

1890.

## EXPENDITURE.

Dec. 31. By Amount Teachers' Salaries, . . . . . \$ 2,151 83  
 " " " " paid for Fuel, . . . . . 267 00  
 " " " " " Janitor, . . . . . 185 00  
 " " " " " Insurance, . . . . . 25 00  
 " " " " " Repairs, etc., . . . . . 500 00  
 " " " " " Books, etc., . . . . . 25 00  
 " " " " Secretary's Salary, . . . . . 100 00  
 " " " " Contingencies, . . . . . 95 72  
 " " " " Balance in hand, . . . . . 97 64  
 . . . . . \$ 3,447 19

Respectfully submitted,

Campbellton, January, 1891.

WM. ANDREW,  
Secretary.

---

APPENDIX D.

---

REPORTS OF THE UNIVERSITY OF NEW BRUNSWICK, OF THE DEAF AND DUMB  
INSTITUTION AT FREDERICTON, AND OF THE BLIND ASYLUM, HALIFAX, IN  
ACCORDANCE WITH AN ORDER OF THE BOARD OF EDUCATION,  
DATED MAY 25TH, 1885.

---

*To His Honor the Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G., LL.D.,  
Lieutenant-Governor of the Province of New Brunswick :*

MAY IT PLEASE YOUR HONOR,—

In conformity with the requirements of the Act establishing the University of New Brunswick, I have the honor to submit the following report for the year 1890 :

This year completes the change to a four years' course of study. In October, 1890, for the first time in the history of this University, there were four classes of Undergraduates, viz : Seniors, Juniors, Sophomores, and Freshmen. The Alumni and Undergraduates have, in general, approved of the additional year as necessary, in order that a degree in Arts from this University should continue to compare favourably with the same degree from other Canadian Universities. It is extremely gratifying to record the fact that the University opened in October, 1890, with a larger number of students, with a larger staff of Professors, and with better equipments in the shape of Instruments, Apparatus, and Lecture-Rooms, than at any previous opening from 1829 to 1889.

Two events lent distinction to the public exercises of the University since my last report. The first in order of time was the presentation, by the Venerable Metropolitan of Canada, of your Honor for the honorary degree of LL.D., which was conferred amid great enthusiasm upon your Honor at the unanimous request of the Alumni Society. The other event was the presence of his Excellency the Governor-General and Lady Stanley at the inaugural address of Professor Duff, at which your Honor presided as Visitor of the University on behalf of her Majesty.

Professor Duff had lately visited the great Thomson and Houston Electric works at Lynn, Mass., where there are between two thousand five hundred and three thousand employees and experts. "These latter," he says, "the experts, are young men who, after a course in electricity, such as is given in the school of Technology in Boston, and such as I hope to give here, are admitted to an eighteen months course of practical training such as will fit them to occupy responsible and lucrative positions over the length and breadth of the land as engineers. During this time they receive enough wages to keep them in board and lodgings. There is, I consider, a great future in store for electrical

engineering. As an evidence of this, it may be noted that in the United States, no less than 72,000,000 dollars were invested in electrical industries during the first seven months of this year. Here it seems to me is an opening for the youth of our Province. With the course that I hope to see very soon established in our University, a student would go to the Thomson and Houston or other similar works thoroughly equipped for practical training, and would return to aid us in keeping New Brunswick abreast of modern industrial progress."

The Professor of Physics has two practical aims in view: firstly, to give students of Civil Engineering that acquaintance with general physical principles, without which the highest success in their chosen profession is impossible; secondly, to assist students who aim at Electrical Engineering as a profession. If such students can have a thorough course in Electrical Laboratory work here, they will require only a year and a half technical training elsewhere, for instance in the Thomson and Houston electric works. Communications have already been received from young men in various parts of the province making enquiries as to the preparatory course for Electrical Engineering, with a view to avail themselves of the advantages of the course.

To begin such a course in the most modest way will require an expenditure of one thousand dollars for apparatus, and surely the immense proportions which Electrical Engineering is bound to assume in New Brunswick, as elsewhere, will be sufficient justification for the small expenditure above mentioned.

In 1889 the number of students in the department of Civil Engineering was six, in 1890 the number has been doubled. Considerable expense has been incurred in the purchase of instruments and drawing tables. Plots of surveys made by the engineering students under Professor Strong's direction will be laid before the house for inspection. These include a plan of a chain survey of the college grounds, and an angular survey of McLaughlin Island in the St. John River.

It will be simply impossible for the University to maintain the two practical chairs of Physics and Civil Engineering without some further aid from the Legislature. There is a popular cry for something practical in a collegiate training. Nothing can be more practical than either Civil or Electrical Engineering. But, indeed, every subject taught in the University is either directly or indirectly practical.

Professor Hyde, who during a part of the year acted as Professor Stockley's deputy, in an inaugural address on the importance of a Chair of Modern Literature, after showing that the study of literature teaches the art of expression, went on to say: "There is neither calling, nor career, nor rank in life, where the power of clear expression will not help a man forward; and where this power does not come naturally it can only be acquired by the aid of literature. Even the enemies of our study must confess that in this at least there is something practical."

The thanks of the Senate, and of all friends of the higher education are due to the Alumni for their self-denying efforts in establishing the new Alumni Chair of Mental and Moral Philosophy and Political Economy. The appointment of Mr. Walter C. Murray, B. A., to this important chair has met with universal approval. Mr. Murray expects to return from Edinburgh University to his Alma Mater at the beginning of the next Academic year. He has taken particular pains to make himself acquainted with the applications of philosophical principles to the discussion of educational problems, and hopes to pursue the same line further by a study of the German system dur-

ing the coming summer, in Berlin. He will be able to give an extra course of lectures on this subject, which will be especially useful to those intending to become teachers. He has been a distinguished student in the classes of Mr. S. S. Laurie, the well known educationalist of Edinburgh.

Two other matters having an important bearing upon the welfare of the University, should not be omitted from this report. One is the unanimous request of the teachers, at the Provincial Institute held in Moncton, for representation on the University Senate. Legislation to this effect would bind the University and the schools very closely together, to the advantage of both. The other matter is the extension of the June entrance examinations. In June next candidates will be examined in St. John, St. Andrews, St. Stephen, Woodstock, and Fredericton, thereby furnishing to some extent a chance for advanced pupils to win distinction and recognition.

I have unqualified pleasure in reporting the thoroughly efficient state of the Collegiate school. The teachers deserve much from parents, and pupils, and the community generally, for the work they are doing so quietly and well. Miss Jane Gregory's resignation brought out the fact that the school is strong in the affections of its former as well as its present scholars. The substantial proofs of good-will to Miss Gregory were well merited, and showed that she had left the impress of her earnest and elevated nature upon very many youthful minds. The Trustees have appointed Miss Annie L. Gregory as her successor, and they have reason to believe that the appointment will prove a judicious one.

A list, showing the number of students in attendance at the University, the number of scholarships held, and the number of degrees conferred since the last annual report, is herewith respectfully submitted, along with the accounts of the Registrar and Treasurer.

I have the honor to be,

Your Honor's most obedient servant,

THOMAS HARRISON,

The University, January 15th, 1891.

*President.*

---

Deaf and Dumb Institution, Fredericton.

---

DIRECTORS AND OFFICERS OF THE INSTITUTION.

---

MANAGING COMMITTEE:

SIR JOHN C. ALLEN, *Chairman.*

MR. E. C. FREEZE.

MR. G. T. WHELPLEY.

MR. H. C. CREED.

MR. J. G. McNALLY.

REV. J. McLEOD, D.D.

W. C. CROCKET, M.D.

MR. J. W. SPURDEN.

REV. WM. DOBSON.

MR. HENRY CHESTNUT,  
*Treasurer.*

REV. G. G. ROBERTS,  
*Secretary.*

OFFICERS AND TEACHERS.

MR. A. F. WOODBRIDGE,  
*Principal.*

MRS. WOODBRIDGE,  
*Matron.*

ASSISTANTS.

MR. GEORGE E. POWERS.

MR. WM. O. BARNABY.

MR. ERNEST E. PRINCE.

DR. BROWN,  
*Surgeon.*

DR. TORRENS,  
*Dentist.*

---

WM. CROCKET, Esq.,  
*Chief Superintendent of Education.*

SIR: In compliance with an order of the Board of Education, I beg to submit a copy of the report of the Fredericton Institution for the education of the deaf and dumb for the twelve months ending December 31, 1890.

Its history during this brief period has been one of quiet prosperity. It has been my privilege from time to time to record progress, despite serious drawbacks which occurred in the early years of the Institution. The year which has just closed has been marked by no event of a retrograde character, nothing having occurred to retard the advancement which the Institution has been steadily making since its commencement in 1882. Its prospects were never brighter, its circle of friends is increasing day by day; a new and handsome building has risen from the ashes of the old one, the opposition to its erection has long since died out, and now nothing is heard but kindly wishes for its welfare and a God-speed to the career of usefulness which lies before it.

## ATTENDANCE.

The following has been the attendance :

No.	NAME.	AGE	ADDRESS.
<i>Boys :</i>			
1	James F. Reilly,.....	12	St. Stephen, Charlotte Co.
2	Alfred Rowe Shaw,.....	13	Middle Simonds, Carleton Co.
3	Robert Haines,.....	17	Keswick, York Co.
4	Francis Louis Coates,.....	12	St. John, St. John Co.
5	Merryman Bleakney,.....	10	Kent Junction, Kent Co.
6	Melbourne D'Orsay,.....	16	Memramcook, Westmorland Co.
7	Humphrey Lutes,.....	15	Moncton, Westmorland Co.
8	William Bleakney,.....	8	Kent Junction, Kent Co.
9	Adolph Bourke,.....	17	Memramcook, Westmorland Co.
10	Douglas E. Trenholm,.....	12	Port Elgin, Westmorland Co.
11	Stafford Martin,.....	13	Chatham, Northumberland Co.
12	Howard Breen,.....	8	Kingston, Kings Co.
<i>Girls :</i>			
1	Ellinor Logan,.....	14	St. John, St. John Co.
2	Elsbeth Maud McLaughlin,.....	13	St. Stephen, Charlotte Co.
3	Lillie Whelpley,.....	19	St. John, St. John Co.
4	Mary Harley,.....	11	Bocabec, Charlotte Co.
5	Laura B. Bleakney,.....	11	Kent Junction, Kent Co.
6	Susan Ann Jones,.....	13	Indiantown, St. John Co.
7	Della Maud Green,.....	9	Springfield, Kings Co.
8	Margaret L. Trenholm,.....	16	Port Elgin, Westmorland Co.
9	June Jane Trenholm,.....	10	Port Elgin, Westmorland Co.
10	Hattie Mary Northrup,.....	8	Apohaqui, Kings Co.

One boy, Adolphe Bourke, has been removed, and two new pupils, Hattie May Northrup of Apohaqui, and Howard Breen of Kingston, have been admitted. We have several applications for the admission of new children whose parents have been notified that we cannot receive them until our removal to the new building.

## INSTRUCTION.

The work of instruction has been carried on in the usual branches. The officers and teachers have manifested a praiseworthy faithfulness in the discharge of their varied and onerous duties, and the pupils have displayed an appreciation of the efforts put forth to improve their condition, and have rendered a willing obedience to the rules of the House laid down for their guidance.

The commodious school-room of the new building will be a great relief to our present cramped quarters. The increased facilities which it will afford for grading pupils into their proper classes, will prove an incentive for striving for higher, and I trust lasting results.

As we shall probably have a larger number of pupils when we get settled in our new premises, it will be advisable to secure the services of an experienced lady teacher

who would be able to take charge of the lip reading and articulation department. Should funds permit, it would be wise to make provision for those children who would derive profit from this system of teaching.

#### HEALTH.

The general health of our household has been remarkably good. No case of serious illness and but few cases of coughs or colds occurred among our inmates during the past year. They are fond of out-door exercise, and much of their leisure time is given to base ball, cricket, fishing, skating, coasting, snow-shoeing, tobogganning, and other open-air amusements which no doubt tend to keep them in a vigorous and robust state of health.

#### CHANGES.

Mr. W. O. Barnaby, who was employed last year as agent and collector, resigned his position in the fall, to take some similar employment in Boston. We are now in need of an active and intelligent young man to take his place. Mr. George Ernest Powers willingly devoted a portion of his time to this service, and met with a kind and pleasant reception from the friends and subscribers to the Institution, wherever he visited.

#### THE GROWTH AND PROGRESS OF THE WORK.

The following statistics show the remarkable strides which the work of educating the Deaf on this continent has made since the first institution was established at Hartford in 1817.

In 1817 the first school was opened at Hartford, with twelve pupils and two teachers.

In 1850, thirty-three years afterwards, there were twelve schools with 1148 pupils and 66 teachers.

Twenty years after this, there were thirty-four schools with 3,784 pupils and 222 teachers.

In another twenty years; viz., in 1890, there were seventy-four institutions, educating 8,572 pupils, 4,846 of these being boys, and 3,728 girls; with 601 instructors, 168 of these being deaf mutes themselves.

In addition to these, there are seven institutions in Canada, the oldest of them having been established in 1848, which are educating at the present time 751 pupils, with a corps of 99 instructors. The number of children who are receiving an education in the United States is 8,572, and in Canada 751, making a total of 9,323. The total number who have received an education and been discharged from the institutions in the States is 20,910, and in Canada 2,564, making a grand total of 32,046 who have, or who are still, receiving benefit from these institutions established for their welfare. Previous to 1817 the needs of this class of our fellow creatures were entirely ignored. Imagine their condition in those days of darkness and neglect with what it is to-day. What became of them? Shut out from intercourse with their fellow men; debarred by their calamity from taking part in the affairs and duties of life; all avenues of labor and industry closed to them; pity and contempt clinging to them wherever they went; books, newspapers, and periodicals sealed to them; religious services and an intelligent appreciation of the future denied them—what was left for them to live for? Who can recall the misery of their condition in those days without rejoicing that this has all

passed away and given place to a better state of things. Light has been thrown where darkness reigned. Science has broken their bonds in sunder. Literature is unsealed. Labor is free, and some of the highest positions in life are now open to them. Eternity is not without its meaning. The "ears of the deaf shall be unstopped," has become a revelation, fraught with glorious possibilities. Thankfully let us say the heavy clouds of ignorance have been dispelled, and knowledge has revealed the true significance of the words, "this mortal shall put on immortality."

#### OCCUPATIONS OF THE DEAF.

I am often asked, what becomes of your pupils after they leave school? What trades do they learn? Can they make their own way in the world, or are they dependent on their relatives for their livelihood? Are employers generally willing to take deaf mutes into their employ? Is it not very difficult to find suitable work for them? Are they not very troublesome to teach a trade? Have they not very bad tempers? Don't they get mad at times? Are they not very suspicious, and think you are talking about them every time they see you look towards them? and a thousand others of similar import.

Some of these questions imply a settled belief that the deaf and dumb, after they leave school, are troublesome customers to deal with; that they cannot learn a trade as easily as others; that they are not worth the trouble of teaching; that time is too valuable to be spent upon them; that their violent tempers militate against their employment, and that their suspicious looks imply treachery of some kind which it would be well to steer clear of.

I am anxious to correct some of these impressions, and, while freely acknowledging that they have faults, and grave faults like other people, I would state it as my opinion, after an experience of thirty years among them, in England, Ireland, and Scotland, as well as in Canada, seeing them as children in institutions, and visiting them as heads of households in their own homes, that their faults proceed more from a want of refinement, naturally resulting from their limited intercourse with the world around them, than from any innate badness or perversity; that if better understood these impressions of them would be found to be far from the truth, and a liking for their society would spring up, in which their originality of thought would often be found a great charm.

I am now speaking of them as a class, but when a deaf mute becomes bad, which I am bound to say is very exceptional, he is not amenable to reason; he throws aside all restraint, and his actions display a littleness, a meanness, a dogged pertinacity to do evil, which comes upon us like a shock and brings discredit upon the class of which he is a member. We are too apt to judge of a class or society by the actions of one of its members, but it is manifestly unjust to condemn a whole village because one of its inhabitants becomes an incendiary; or a regiment of soldiers because one of its officers or men has committed a crime.

Deaf mutes are very observant. They use their eyes where we use our ears, and, I believe, learn trades or any work that they can see performed, quite as readily as others. This habit of observation should not condemn them as being suspicious, as they have to depend upon it for information. They use it to gain our opinion of the subject of conversation, whatever it be, and the suspicion, if any, is often with ourselves.



Most of our old pupils are doing well in various walks of life. One is an assistant postmaster ; one is a teacher ; one is a saddler and shoemaker. Many of them are farmers, following the occupation of their fathers. One evinced such a liking for his work that his father presented him with a hundred-acre farm a short time ago that he might start for himself. The girls are all doing well, as far as my information goes, assisting their parents at home.

#### LIBRARY AND ILLUSTRATIVE APPARATUS.

A good library will be one of our needs in the immediate future, and a room will be set apart in the new building for that purpose. I trust that friends of the Institution will help us in this matter by forwarding donations of books, magazines, and periodicals, of which they may have duplicate copies. Access to good books will no doubt foster a taste for reading in our pupils, especially in the long winter evenings, when intellectual recreation is eagerly sought after, and this desire should be encouraged as far as possible. The deaf learn a great deal from objects, and receive impressions principally through the eye. Illustrative apparatus becomes an important factor in conveying instruction to their minds ; a first-class stereopticon to aid in lectures and illustrate travel, history, botany, etc., would appeal plainly to the eye and be an invaluable means of instruction. A powerful microscope would also be very useful. Specimens of natural history, especially birds, insects, shells, vegetable products, geological specimens, manufactured products, etc., to form the nucleus of a small collection, would also be a powerful aid in illustrating daily lessons.

#### OUR NEW BUILDING.

I gave a short description in last year's Report of the new building then in course of erection, and also briefly described the site and grounds, indicating the repairs, alterations, and improvements which it would be necessary to make in the near future. The building is now nearly completed, and when it has been taken from the contractors' hands preparations will at once be made to furnish it and prepare it for occupation. Its general appearance is pleasing and attractive and fully equal to our expectations ; visitors exclaim : " What a fine building, and how convenient it is in every respect ! " Its size and commanding position makes it one of the most prominent objects on the river. The interior has been finished throughout in a good workmanlike manner. The main hall is 36 feet by 12 feet, from which a handsome staircase with newel pillars and rail stained walnut, and stained ash balusters, leads to the third storey ; on the right of this hall are the reception room, office, library, and principal's dining room ; on the left are the parlor, lady teachers' sitting room, and girls' sitting room.

At right angles to the main hall is a second hall 7 feet wide, with an entrance from a portico, with two large pillars ; situated on the left side of the building, and reached by an ascent of five stone steps. On the left of this hall is a fine room 32 feet by 17 feet 6 inches, which is to be used as the schoolroom ; at the end of this hall is a bathroom, the walls of which are sheathed 4 feet in stained ash, and the doors and window in light mahogany. To the right is a gentleman teachers' sitting room ; on the left of this hall is a third hall, 3 feet 6 inches wide, which gives egress to the playground for the boys, whose sitting room opens into it.

From the second hall a staircase leads into the basement, 65 feet by 56 feet, which contains pupils' dining room, 33 feet by 18 feet, kitchen, laundry, pantry, scullery, dairy, storerooms, wood and coal cellars, and two furnaces to heat the building.

The upper floors were sufficiently described in our last report. The two porticos have been surmounted with an iron balustrade which gives a pleasing finish to the work. A substantial barn, 44 feet by 35 feet, has been erected 100 feet to the left and back of the main building, with shingled roof and sides divided into four divisions of 11 feet by 35 feet, for barn floor, carriage shed, harness room, and stables for horses and cattle, with large upper floor for storing hay, oats, etc. The following suggestions, if carried out, would, I have no doubt, add considerably to the children's comfort and happiness. The piece of ground in front of the barn, about half an acre in extent, and extending to the brook on the left, and to the road which leads in front of the main building, can be laid out as a fruit and flower garden. The level piece of ground of about an acre which extends from the brook to the edge of the woods on the north side of the flower garden, can be made into a splendid cricket and base ball ground for the boys. The piece of ground to the right of the house and formerly used as a garden, can be made into a play ground for the girls, where their swings, hammocks, etc., can be put up. As soon as time and funds permit, the grounds in front of the Institution, consisting of about six acres, should be trimmed up and improved as far as possible, and a narrow gravel walk for pedestrians made from the centre of the fence on the main road and leading directly to the terrace on which the building stands.

#### THE LOCATION OF OUR INSTITUTION.

I do not think we shall ever have cause to regret locating the Institution on the beautiful site at Hawthorne Hill. Dr. G. B. Barron, in a paper entitled "Town life as a cause of Degeneracy," read before the British Association at Bath, England, compared the results of examinations of Cambridge University students with those of South Kensington, and showed how inferior is the vital force of the town dweller to that of the dweller in the country. He says, "Educate the children in the pure air of the country and plenty of it, and away fly the pale faces, chachescia, lowered vitality, stunted development, muscular attenuation, and imperfect elimination of functional product."

Dr. Peet, of the New York Institution for the Deaf and Dumb, says, "A plentiful supply of oxygen is the best source of stimulation for both body and mind, causing pure blood to course through the veins and giving to the deaf mute just what he most requires for counteracting the effects of scrofulous diathesis, which is to such an extent the cause of his misfortune."

Principal Crouter, of the Pennsylvania Institution, says: "The site chosen for an Institution for deaf children should be neither so remote as to make unavailable certain advantages afforded by contiguity to a metropolis or town of an unobjectionable character, nor so near as to allow exposure to the evil influences which appear inevitable to all cities, and against which, notwithstanding the utmost vigilance, it is impossible entirely to protect our youth. It should be perfectly healthy in itself, with contiguous surroundings free from probability of local causes of malaria—the insidious parent of a numerous progeny of diseases, and where property is not too high-priced to allow possession of ample grounds for industrial and recreative purposes, with unstinted supply of good water for domestic and other purposes. It should also afford good views of the surrounding country, for, as the door of nature's music is closed to deaf children, by the eye alone must they learn of her melodies which, with a prodigal hand, should be spread before them." If these arguments in favor of a suburban site for an Institu-

tion for the deaf are correct, as I have no doubt they are, we can but rejoice that the site of our Institution meets all these requirements; pure air in abundance; good water and plenty of it; ample grounds for recreation; beautiful scenery on all sides; free from malaria and all contaminating influences; then, if no disease is brought to our doors, rosy health should be the bright possession of all our pupils; but, while under the best sanitary arrangements and most perfect conditions insidious disease will sometimes creep in and carry off our loved ones, it is our duty to take every precaution, and let us hope that we shall be able to report a clean bill of health for many years to come.

#### ACKNOWLEDGEMENTS.

Our grateful acknowledgements are hereby tendered to our Local Legislature for the liberal aid rendered to the Institution, for the general support of the work since its opening in 1882, and also for the grant made towards the erection of the new building. We trust that an increased grant will be made during the next session of the House to wipe off the indebtedness on the building, incurred by some alterations and improvements in the plans, and also to prepare for additional pupils who are now applying for admission.

Our thanks are also due to our numerous subscribers in Prince Edward Island, Quebec, Maine, and in our own province, who have contributed so cheerfully in aid of its funds during the past year. Their kind wishes for its success are very cheering, and we take pleasure in recording them here.

Our acknowledgements are due to the Rev. Isaac Baird and congregation of the New Mills, Charlo and Jacquet River Presbyterian church for their kind Thanksgiving offerings in aid of the funds of our Institution for the past three years. Many churches might follow this good example and render us material aid in the prosecution of our work.

We again return sincere thanks to Dr. Brown for his kind and gratuitous services. The healthfulness of the Institution is cause for sincere rejoicing, and while every possible care is taken to keep sickness from our doors, the doctor's advice and services being always available, it becomes us to acknowledge a power above all human skill and provision, a propitious providence who has not withheld from us this priceless and inestimable blessing.

Our best thanks are also due to Mr. Geo. H. Davis for supplies of free medicine when prescribed, and to Dr. Torrens for gratuitous professional services.

We have received numerous illustrated and other papers. The *Maritime Farmer, Reporter*, magazines and pamphlets for children, *Bible Society, Monthly Reporter*, and *Bible Society Gleanings*, for the young, from Mr. H. C. Creed; illustrated books, *Chit Chat* and *Cheerful Hours*, from Miss Moffat; *Kansas Star*, and Annual Reports from other institutions for the deaf in the old country, United States, Canada, and valuable pamphlets relating to our work from Prof. Alexander Graham Bell, President of the Deaf Mute College at Washington, all of which have been heartily welcome. Through the kindness of Mr. Heath, of the New Brunswick Railway, who forwarded a free pass for the purpose, the pupils and teachers had a very pleasant fishing trip to Fredericton Junction on Dominion Day, and the Oromocto, if not quite cleared out, was relieved to some extent of its superabundance. The Christmas and New Year's holidays were again spent very enjoyably at the Institution. Preparations were made to give the

children a good time. It has always been our endeavor to make them as happy as possible, and to give them the enjoyment and privileges of a good home. Their Christmas tree—and it was a large one, as the boys claim the privilege of selection as their prerogative—was well loaded with all sorts of useful and ornamental articles, and presented an attractive appearance in the centre of the schoolroom, which they had previously decorated with festoons of spruce, and paper flowers.

The distribution took place in the midst of animation and uproarious enjoyment, and their cheers, as they became the happy possessors of these treasures, were neither silent or inaudible. In this connection, our thanks are due to Messrs. W. H. Thorne, J. & A. McMillan, C. M. Bostwick, W. L. Prince, and William Kennedy, of St. John, and Mrs. W. H. Clark, of St. Stephen; our thanks are also due to Mr. S. J. King, of St. John, for a parcel of clothing. On New Year's Day, Mr. G. T. Whelpley, accompanied by Miss Whelpley, paid the Institution a short and welcome visit. Good wishes were exchanged on all sides, but the tangible expression of good will lay on Mr. Whelpley's side in the number of parcels of oranges, grapes, and confectionery, with which his sleigh was loaded. Sir John Allen also sent a number of presents by Mr. Whelpley. These kind attentions were thoroughly appreciated, and made the day pass pleasantly. In the evening, charades in the sign language, and parlor games suited to our pupils, were indulged in, the teachers entering with zest into these amusements and adding considerably to the enjoyment of all.

In concluding this report I thankfully record the increasing prosperity of this Institution and its honorable position among the humane enterprises of the Province. We can look back upon the past with pleasure and without regret. Our course lay straight before us, and to it we have steadily adhered. While much has been accomplished, new possibilities are opening up before us for the future. To educate all the deaf children of our Province who are not yet educated, to surround them with refining and elevating influences, to provide them with the best intellectual training, to animate them with high resolves and noble impulses is indeed a difficult task. A handsome building, splendid grounds, healthful location, and thorough equipment will do much to make an Institution successful, but so to fit and prepare our pupils that they shall carry themselves with honor in all that appertains to this life, and to clothe them with the armour of righteousness that they may realize their responsibilities in the great hereafter, is above and beyond all extraneous things. May the author of all righteousness, without whose knowledge not even a sparrow falleth to the ground, take this Institution under His fatherly care and protection, His Spirit guiding its destinies and blessing the objects it aims to accomplish.

ALBERT F. WOODBRIDGE,

*Superintendent.*

### Balance Sheet, 1890.

#### RECEIPTS.

By Collections and Subscriptions, . . . . .	\$2,858 77
" Payments by parents, . . . . .	124 00
" Government grant, . . . . .	1,500 00
	<hr/> \$4,482 77

#### EXPENDITURE.

To Balance to debit, . . . . .	\$ 8 65
" Household expenses, . . . . .	1,612 55
" Salaries, . . . . .	708 33
" Wages of man and domestics, . . . . .	431 08
" Furniture and repairs, . . . . .	588 93
" Dry goods, bedding, clothing, etc., . . . . .	350 25
" Feed for cattle, etc., . . . . .	199 18
" Printing 1,200 copies of Report, stationery, postage, etc., . . . . .	158 30
" Fuel, light, etc., . . . . .	243 02
" Travelling expenses and commission, . . . . .	117 48
" Insurance and taxes, . . . . .	61 22
" Balance to credit, . . . . .	2 88
	<hr/> \$4,482 77

The amount granted to this Institution by the Legislature for 1890 was \$2,500. Towards Building, \$1,000 ; Maintenance, \$1,500.—W. C.

---

### Halifax School for the Blind.

WM. CROCKET, Esq.,

*Chief Superintendent of Education, Province of New Brunswick:*

SIR: The Premier of New Brunswick is now a member of the Board of Managers of this Institution, and the parents of pupils from New Brunswick will have an additional assurance that the best interests of their blind children are being carefully looked after.

Miss Mabel Staten, of Torreston, Carleton Co., N. B., graduated from this Institution in June last, and carried off with her the first prize in the musical department, as well as a certificate as a first-class teacher of instrumental music.

Of the 31 pupils attending this school, 9 are from the Province of New Brunswick, 7 of whom are boys, and 2 girls.

A large and handsome addition to the main building of the school is now in course of construction, and when completed the Institution will be in a position to accommodate 55 pupils.

The parents of the blind are sometimes loath to have their children leave home, but education and training are more important to those who are deprived of sight than to any other class in the community. An uneducated blind person is truly an unfortunate being, as he is powerless to help himself, and he is obliged to live a life of enforced idleness and is a burden to his relatives and friends. An educated trained blind person is able to make his way in the world, to support himself, and oftentimes materially aids in supporting his relatives.

We look to the teachers of the Province of New Brunswick for aid in furthering this educational work, and they are in a position to render most valuable assistance. If each teacher in the public schools would enquire of the pupils in his or her classroom whether any of them had a brother or sister who is blind, or whether they know of any blind child in the community, and would send a post card to the Superintendent of the School, giving the result of this enquiry, we could then ascertain the whereabouts of many blind children of whom nothing is at present known.

Respectfully yours,

C. F. FRASER,

*Supt. School for the Blind, Halifax.*

The amount of Provincial grant to this Institution for 1890, was \$1,200.—W. C.

---

# PAPERS READ AT COUNTY INSTITUTES.

---

## YORK COUNTY TEACHERS' INSTITUTE.

---

PAPER READ BY GEORGE A. INCH, A. B., FREDERICTON.

---

### *READING AND COMPOSITION.*

The subjects which the Executive Committee of the Institute has asked me to present to your consideration, are Reading and Composition. Their reason for doing so will be apparent as I proceed; but my revenge is, that that very reason convicts them of violating a fundamental maxim of teaching—viz: "Do not teach by presenting bad models."

The question has presented itself to me—"Is there any necessity for the discussion of old-time topics like these in a body of trained teachers, and in the very shadow of a Normal School?" I cannot hope to present better methods than the Normal School has already presented you all, and probably not as good. The Committee would perhaps justify their request for this paper, by saying that Normal School methods are not always applied in actual work. Teachers sometimes say that they do not always have time for Normal School methods in the rush of work, perhaps with an examination threatening. To neglect them, however, is all wrong, and no rush of work, or threatening examination can justify or palliate a wrong. We as teachers must learn to follow principle and forget to cram. If Normal school principles and their out-growing methods are true, stick to them in spite of every fear.

Reading and Composition are perhaps too large subjects for one paper; but in school they ought to dove-tail into each other, as they are naturally co-relatives or complements; for while composition is interpreting thought into written language, reading is interpreting written language into thought. That being so, composition may be made, and I think ought to be made from the very beginning, to assist reading, and reading to assist composition. The thought controlling the teacher in the process being, "get the thought by reading so that you can write it in your own words."

Is reading not satisfactorily taught, or composition? Many say they are not, and composition less so than reading. If they are not, whose or where is the fault? If they are not, then I unhesitatingly say the fault mainly lies with the teacher's wrong idea, or dead idea, of what reading and composition are; or what his lessons in them ought to accomplish. For I hold that a teacher's methods will be good (at least for him) if his soul is possessed with the correct idea of the purpose to be effected. And now to come to reading, let me illustrate how different methods of teaching will follow, as the shadow the substance, different conceptions of what reading is.

Suppose I consider reading to be the fluent expression of certain sounds represented by the words. With that idea of reading as the goal of my efforts, I call up the class in reading. (Mr. Inch here illustrated orally, with an imaginary class, that to carry out this idea a reading lesson must be merely a drill upon expression—including distinctness of utterance, emphasis, inflection, modulation, pitch, tone, pauses, etc., etc.; or, in other words, he aimed to imitate the method too much followed in every day school work.) Some such must be the road to my ideal—this fluent expression of sounds.

But suppose I consider reading to be the getting at the writer's thought. Ah! that's very different. Getting at the writer's thought! I call up the class to read, desiring to carry out that idea. (Then, by his imaginary class, he illustrated how this idea of reading must make his methods bear upon developing in the children the power to appreciate the meaning.)

But again, suppose I believe that reading is the getting and giving of the writer's thought. Then would I not proceed as I last did, and also follow it with some attention to the expression—the vocalizing of the thought?

Now, as our methods of teaching reading will depend on our conception of what reading is, let us consider what that conception ought to be. No one would say that reading is merely the fluent expression of certain sounds represented by words, and yet how much teaching of reading is methods hatched by that old-hen idea. I was taught by its methods; and, if you will believe me, I fear I have taught by its methods (I have taught a long time, you know); and I can quote opinion upon opinion from educational writers that its methods are the chief methods to-day. (Read opinions.)

But as a source of action for the teacher, how infinitely better is this idea of reading, viz.: Reading is getting at the writer's thought. Is this the right idea of reading? Let us reflect. Most of reading done in life is, and necessarily must be, silent reading, which is simply and solely getting at the thought. Then, too, all oral reading (except, perhaps, that in school) is getting at the thought first, and expressing it afterwards. That being so, that reading is ever and always the getting at the written thought, it follows, as the night the day, that my methods, as a teacher of reading, must aim at developing in my pupils the power of getting at the writer's thought—getting at it quickly, easily, pleasantly; getting at it without being conscious of the intervening veil of words.

But getting the writer's thought is, of course, not all of reading. There is another phase of it—in life's experience a lesser phase; viz., the communicating to others the writer's thought, or oral reading. And as these two elements seem to be all of reading, I conclude that reading is *always* the getting, and *sometimes* the giving, the writer's thought. From this it follows that my teachership makes me see to it that my pupils be able also to give to others this thought they get from perusal.

I have then two powers to develop—the getting and the giving of thought from the printed page. Which one demands more attention from me? Plainly the getting, for my pupils cannot express the thought until they get it. True, they can be trained to express sentences without being conscious of the thought they represent—so can parrots. Pupils can be trained to express these thoughtless sentences fluently, and *are* so trained (so these men I have quoted say). Oh! the sin of it! There is no way of getting out of it. My methods must aim principally at developing power to get at the



thought. The power to express is secondary in time and value to the power to get at the thought. If there is to be failure anywhere, let it not be in the last. Think how handicapped a child is in the race for knowledge who struggles along the page, gaining but a stray idea here and there, compared with one who skips from thought to thought and reaches the goal rich with winnings of the way! Secure, I say to pupils, the power to get at the thought in reading. And until they can do that, am I not better employed in securing it, than in drilling on inflection and pure tone? And I invite you to consider the advantage to us as teachers in this power in our pupils—as long as so much study is from books. It saves time to us; it is the avenue to speed; because then the pupil finds the getting knowledge comparatively easy, and hence pleasant and inspiring. Compare the struggle and torture and time wasted to a pupil who reads words and not ideas, with the ease and pleasure and speed of one who knows how to read, in such a subject as History, or Geography, or anything.

Don't understand me to say that we should not aim to secure expressive reading. We should secure it much more than we do, and could, if we did not invert the process by trying to get the sense through the expression, rather than the expression through the sense. I do not undervalue expressive reading. It is very admirable. Within it are almost limitless possibilities, ranging at least from a child's reading its primer to Irving's rendering of Hamlet; or Mrs. Siddons' Lady Macbeth. Reading in this sense becomes a fine art, whose name is elocution, but whose home is scarcely the common school. The teacher's motto should be "expression after the thought; expression through the thought." I mean that expression is secondary to thought, and ought not to usurp its place; that, as thought in the universe of God always precedes expression, it must in reading, and that no time should be lost on inflection, emphasis, modulation, tone, pitch, etc., until the thought of the passage is in the child's mind in all its fullness. And even then, I have an heretic idea, that the child's own consciousness will evolve from that fullness, the most beautiful inflection, emphasis, modulation, tone, and pitch, which the Common school need hope to secure. Is not a child's way of saying what interests it usually expressive and beautiful? Its thought is clear to it, and the words go with the thought in its variation. Why ought it not be the same in reading if the thought is equally clear to the child? Its talking to me ought to be its reading tones; and to little ones, reading ought to be the book talking. But instead, unnatural tones are soon imparted—school tones, reading tones, altogether different from the child's natural tones before entering school. Wrong methods did it, largely the thinking of words in reading instead of the things or actions they represent. The school creates these unnatural tones by these wrong methods; and by the same methods proceeds to undo its own creation. Drawling or unnatural tones are products of word-reading, not sense-reading; and can be best cured by sense-reading, not word-reading.

Another lode-star to the teacher of reading must be the developing a wanting-to-read in pupils. Lack that, lack all, nearly. And not a wanting-to-read merely, but a wanting-to-read worthy reading. This idea also makes us draw close to the thought to seek after it. Worthy reading is that in which thought is; unworthy, that which neither requires nor imparts thought. Why do so many prefer the reading of trash to the reading of thought? Because school reading has been too much of words. They have not been trained to follow the thought, and love the doing it. In other words, because they cannot read. Books are dull because they are dead words to them, not living thought.

There is more need of developing thinking than reading; *i. e.*, of getting the thinking from things than from books; but under present conditions we had better get it from books than not at all.

Is it advisable that I say anything regarding methods in reading? That methods best for me are best for any one else is conditional—the conditions being that the “any one” adopts them, not from my suggestion, but from his own thinking them out from principle. Any method not blossoming from principle nurtured in the teacher’s consciousness must be of doubtful good. I cannot rid me of the idea that the teacher whose mental grasp clutches the clear purpose, is a genius sufficient unto the method of effecting the purpose in the best way for him. Though the principle, expression after thought, expression through thought, applies to all grades, I have less to say regarding primary grades, for the very good reason that I know less about them. It is not for me to discuss the comparative advantages of the “Look and Say,” the “Phonic,” or any other method, if either alone has any; or to say whether forms of letters first presented to pupils should be print or script. That I leave to the primary teachers. But I do say that in the reading here as everywhere else, the words must represent what the child knows, and in actual practice I think they do. I may be pardoned for saying that our methods in teaching reading in primary grades keep nearer to nature than in the grades above. Theory would lead me to say that little ones pointing to the words as they read would induce drawling and prevent natural grouping of words. And in primary grades oral language development should precede the attempt to read at all, and then should accompany it here and all along the grades. The earlier years at school should be years of language development. Every intellectual exercise should be made tributary to it. Language development—the power to express thought in language—should be the golden thread running through all the subjects in lower grades. Any subject is good for language development, and every subject should, I repeat, be utilized for that purpose; *i. e.*, the teacher should see to it that the pupil has the power to correctly represent the thought of the subject in his own oral and written language—this last being composition. This training, too, should be had as much as possible by having recourse to things—by bringing the pupil’s senses and sensibilities to bear on things not words, and by remembering that clear expression means clear thinking. This is peculiarly the work of the earlier grades, I say, because these are the thirsty years of the language faculty; and because this language equipment arms the pupil for easy after conquests. In later grades, the advantage of the power of getting the meaning quickly by reading will be apparent when we think of the amount of book work they have.

I think our schools have no reason to boast of their success in this matter of language development. I have compared our pupils with specimens from Massachusetts schools to the advantage of the stranger. This may arise from aiming to develop thought and neglecting its expression (an error on virtue’s side); but it unfortunately too often springs from developing expression and neglecting thought. (*e. g.*) I am developing thought and neglecting expression when, in teaching geometry, my pupils think out the method or proof—get a mental picture of the truth—and then hurry on to other truths without waiting to write in their own language, logically and grammatically, the process acquired. And I am developing expression to the neglect of thought—in other words, wasting my time and my pupils’—when reading is dealing with words and not thoughts; *i. e.*, when I do not unfailingly and searchingly test them

as to the meaning of every sentence or every paragraph, until I know without the slightest doubt that they habitually get the meaning. As a rule, I am developing expression to the neglect of thought in every memory recitation ; i. e., whenever I allow the language of the book. In arithmetic or history, for example, accept no recitation which is not in the pupil's own language. Oh ! the curse of this verbal memory learning. It wastes time, and I fear impairs eternity. Knowledge is sapped by its superficiality, and character is blighted by its shallowness and show.

A method which should, it seems to me, be almost invariably followed in a reading lesson, is to have it understood that after a sentence has been read by one member of a class, some unknown member will be called upon to state in his own words the writer's meaning. Encourage rivalry in telling it best. Have their imaginations playing around the ideas, photographing them, or filling in details. How such a method will rivet the attention and put life into the recitation. !

A better method is to have all read silently the sentence, paragraph, or lesson, and then have the story of it told. The teacher never should read a sentence to the pupils until they have obtained the sense of it for themselves, else they get the sense of it by the ear, not the eye. To do that is not to teach reading at all, but story repetition ; for reading is getting through the eye, and not the ear, the sense of written language.

#### COMPOSITION.

And now a few thoughts regarding Composition.

My text is "Composition ought not to be treated as a separate subject in school, but as an essential part of many subjects."

All school work consists of two things—thought and its expression ; and from the teacher's standpoint the expression is all important, as it is by it alone that he can judge of the growth or attainment of thought in his pupils. Composition is one of the two forms of language expression ; and the one of final appeal in school recitation. If a pupil cannot write a clear statement of a fact, he does not know the fact as he should. The written statement is much better than the oral for the final expression of a topic or process, for the oral to some extent may be a mere mask for ignorance, or inexactness ; and also because all the members of a class and not a few must express it, if the written be required. Hence I say, that in all schools above the primary at least, the persistent test of knowledge ought to be the Composition. That is, the pupils ought to be allowed to express in writing what they have learned. And now you have, I hope, my idea of school composition in grades below the High School at least.

Composition, admittedly, has not done its perfect work in school ; and the reason is that its ideal has been too high. It has not been looked at in the light of written talk. Instead of that, it has been regarded in a sense either too technical, or too literary. In the first view, composition has been analysis and synthesis of sentences, or Dalglish ; and in the second view, it has been essay writing. It ought not to be the first, because composition cannot be learned by taking some one else's sentences apart, or putting them together, but only by writing one's own thoughts in one's own way ; and ought not to be the second, because a Charles Lamb under fifteen is a rarity.

As in everything else, so here, a practical definite idea of what the teacher should aim at in composition, should be a part of his mental furnishing. That idea is perhaps expressed in this way. Composition is the clear statement in writing of what the pupil

knows. Knowing, then, you see is the preliminary of composition. Composition does not impart knowledge, but only records knowledge. That idea very much limits the choice of subjects on which children can write. But they enjoy telling on paper what they know. It becomes attractive to even little ones by getting them to tell stories with the pencil instead of the tongue—making the pencil talk. The other day I saw a set of compositions written by a primary school class. Here was one of them: The cat. "A cat has a tail. A cat has paws. A cat has claws. A cat scratches."

Before the teacher accepted that effusion every sentence began with a capital, and ended with a period, and every word was correctly spelled, and the letters were in the little tot's best hand. That is, I thought to myself, all of composition—and from a six-year-old. There was the pupil's own ideas written in his very best way, and in correct form. And I thought again to myself, "if that very thing was persistently done in every grade; viz., the pupils allowed to express in writing as elegantly as they could any appropriate knowledge gained in study—and that no such composition be accepted by the teacher until it was in proper form;" then I thought, "a teacher in one of our Colleges would not have it to say, that very few matriculants could write a decent English sentence." And I thought, too, that such exact and persistent work would banish from Standards VII and VIII so many pupils who mis-spell the commonest words; who use to, too, and two, in the most indiscriminate way; who link a dozen statements in a story into one grand unending sentence; and who embellish it all with a scrawl. This may be deemed an exacting ideal of mine, but it is practicable. And is practicable by keeping at one exercise until it is right. Hurry defeats its object. Go slow, especially at first,—remembering that one perfect pride-worthy composition is worth more than a dozen imperfect ones—if the benefit be not in inverse ratio to the number. Do not correct, but let the pupil correct. Where convenient, do not even put a mark to indicate where errors are. Say there are errors, but let the pupil find and correct.

It ought to be true that if a pupil cannot write what he knows of a topic in distinct sentences, and generally correct spelling, the fault lies either with the teacher of the department where he is, or with the grading. A pupil ought always to be able to do that. How many acquirements are more valuable?

Friday afternoon exercises may be enriched by stories written from some suggestive picture. The children are delighted with their own creations. Here the imagination has a chance for play and development. A teacher told me of a romance well written by a small child in, I think, the fifth standard, from the simple picture of a girl resting her head pensively on her hand.

Of course letter-writing should be attended to to secure a good form, and to stifle the time-honored beginning, "I take my pen in hand to let you know," etc.

And there may be other incidental topics which suggest themselves; but the fact remains that the old stand-by topics are furnished by history, or geography, or geometry, or physics, or chemistry, or any subject of instruction—though, perhaps a mathematical subject might not enkindle much of a literary flame. This may be considered a low range of composition activities; but I think its very lowness is its excellence, because it is the possible. We usually have too much work to compass in school; but composition treated in this way helps us to compass it. Is the subject history, and the topic the Crusades, or the Armada, or the reign of Anne? Encourage the pupils to find out about it from any source, show pictures, say they will find something interesting in this

or that book. (Let the school library contain all the books bearing on school topics which you can borrow, or beg money to buy, or wheedle out of the trustees). Each pupil comes to the oral recitation with some incident or inference in regard to the topic on which all are intent, because they want the information to weave into the story they are to write. They write it, and the result is examined and corrected by their classmates or teacher, or both. And thus composition is taught, and history is taught—two birds killed with one stone. And how much better is history taught than by the inane method of question and answer, where usually the question suggests the answer. And who can fault it as a subject for composition? No excuses come from pupils, saying, "I did not know what to write." They foresee the reply, "You did not prepare your history."

Is the subject arithmetic, and the topic discount? When the class begins its study the teacher says, "Now let us set a day when we will write what we know of discount—say two weeks from to-day." I ask you, will the pupils not be sharper and more in earnest, knowing definitely that they are to state clearly every point taken up—the condition of trade, which occasions discount, its different kinds, and their processes, with their wherefores. I care not whether all this is written in answer to questions or without them, it is composition, and it secures speed and precision.

For illustration these topics will suffice. They are better than the time-honored topics, Faith, Hope, or Charity, which had better be left until they have time to unfold in the child's consciousness, from its contact with the human or the divine.

But, finally, it has been said that a teacher's method, with any method, makes it good or bad. Certainly so here. His treatment of the composition is the measure of its usefulness. It means work for the teacher, but is that not what the teacher is paid for so liberally? He may get all examination he can out of the class, but over all set compositions the teacher's eye must pass, and his colored pencil suggest errors in expression, in spelling, in capitals, in punctuation, in dotting *i's*, and crossing *t's*—his approval of the good never failing, but his disapproval of the bad sometimes failing. Have errors corrected, and see every correction, and let the reading-lesson be the reading of these compositions.

Methinks I hear some one saying, "We have no time for exactitude like that." I am greatly mistaken if that is not the thing you should have time for. "Why," you ask, "is dotting *i's*, for example, and crossing *t's*, the thing I should have time for?" For two reasons, I answer. (1) Because you are habit-forming, that is, character-forming; *i's* and *t's* marked represent carefulness, neatness, accuracy, success; omitting them represents carelessness, slovenliness, inaccuracy, failure. The teacher ought to have time to form good habits or none. (2) If your pupils do not form habits of doing these little things correctly, or of holding the pen right, think of the legacy of trouble and sorrow of heart you are entailing on your successor. If he does his duty, he has not only to secure the right habit, but to break the bad one—a task doubly hard, and he ought to have neither.

Perhaps, now, I have said so much that my main thought is not clear, so I will end by stating it again: In reading, aim to develop power to get the thought; in composition use continuously the school subjects for topics—test the pupils' knowledge at every step by their power to write it, remembering that clear expression means clear thought.

---

## RESTIGOUCHE COUNTY TEACHERS' INSTITUTE.

---

PAPER READ BY MISS MARTHA G. BARNES, CAMPBELLTON.

---

### SINGING IN SCHOOL.

Upon being asked to prepare a paper in the interest of our approaching County Institute, and having expressed my willingness to comply, I began to take a mental glance at the list of subjects that I thought would be most advantageous.

It occurred to me that a short talk about singing in schools might prove interesting; not that the subject is entirely overlooked, or that it has not received *some* attention. We think, however, that in the past we have failed to attach to it the importance it deserves.

In looking over our most valuable *Educational Review* we are glad to see a column or two devoted to this study; and we are asked twice a year to answer the question as to whether we teach singing by "rote" or by "note."

There is no doubt that a constant practice of singing in schools would prove a very powerful element of success in educational work, and we greatly wonder why it has so long been kept in the background and held as the least important branch in our school curriculum.

In our opinion, singing, in point of value, should be placed side by side with any other exercise except that of reading, which no doubt claims the first place.

Considering the various *advantages* to be derived from it, we select the following: Singing promotes good order, cheerfulness, and kindness; it strengthens the pupil's attachment to his teacher and classmates; it improves his voice, and thus helps him in reading; it produces by its pleasing influence a deep love for his school, and also leads him to admire the good and beautiful wherever he finds it.

The little child, in many instances, finds it a difficult task to learn to read smoothly and intelligently, to spell correctly, and to think out his arithmetic; but the muses have done much to help him in lifting his infant voice in song and praise, which, perhaps, he dimly comprehends, but which will be better understood in after years by his more matured mind. "Whatsoever a man sows that shall he also reap."

In *our* Primary School, which often numbers sixty and upwards, the singing time is usually an interesting one. It is sometimes difficult to satisfy the musical taste of every one; often half a dozen hands are raised, each owner asking for a different song, having made his selection from the list already learnt. It is evident that every song cannot be sung for want of time; some two or three must give up their choice; but all are equally pleased with the *heartly*, noisy chorus, "Happy Boys."

Again, singing is an exercise so different from the ordinary school work, that it is hailed as a pleasant change and rest, especially after a tiresome lesson in Arithmetic; or it can be successfully employed to aid in restoring harmony, should any unpleasantness have occurred between pupils, or between pupils and teacher. Let us by all means covet the benefits of singing in our schools. Why withhold such from our young people when the world is full of music. The Divine Being himself looked favourably upon it,

when He allowed it to be borrowed by His own people from the Egyptians, said to be the earliest to devote themselves to the study.

The history of music is earlier than that of civilization. Among the oldest nations, of whose history we have any knowledge, it has been cultivated from time immemorial. The most savage races are found to have *some* rude musical instruments.

The higher the state of civilization in any country, the more cultivated does it become in the direction of its musical taste.

In this nineteenth century, we cannot afford to do without music in almost every department of life. In our church services, prayer-meetings, and Sunday schools, it occupies a very important place. Banish it from the home fireside, or from the invalid's room, and there is an untold want. Take from a country its national song, and its patriotism would suffer a severe loss.

We delight in the knowledge of the safety of home and country, and happiness naturally finds expression in song.

The affectionate tone in which our friends, the Scotch, sing their "Auld lang Syne," or their inspiring "Scots wha hae wi' Wallace bled," accompanied by the notes of the bag-pipe, makes us feel a tender reverence for the people whose patriotic spirit still retains its freshness in spite of past national disappointments. To the Scotchman there is no corner of the wide world can take the place of his beautiful, bonnie Scotland.

The French soldier, too, as he listens to his spirited Marseillaise, or the English veteran echoing the supplicating notes of his glorious national anthem, finds encouragement, and holding with a firmer grasp his country's flag, feels that he can manfully fight for her, and meet with greater calmness the horrors of the battle-field.

"Breathes there a man with soul so dead,  
Who never to himself hath said,  
This is my own, my native land?"

We cannot at too early an age be taught that *our* country is the best in the world: that the dearest spot on earth, next to *our own home*, is *our own* country, our *loved* Canada. We are more or less inspired with a love for the land of our forefathers every time we sing such lines as —

"My native country, thee,  
Sweet land, of liberty,  
Thy name I love.  
I love thy rocks and rills,  
Thy woods and templed hills,  
My heart with rapture thrills,  
Like that above."

Another thought we would like to add is this. In our school of sixty boys and girls, it is seldom we find one who cannot learn to sing by rote any simple air that comes within the compass of his voice, which of course is not often capable of taking a very high or a very low note. Music is one of nature's free gifts, most noticeable as an accompaniment to a loving and happy disposition.

"The *birds* instructed man and taught him songs before his art began," are the words of the poet.

The little child with merry bound hurries from school with laugh and shout, and having faithfully discharged his duties as errand-boy and playmate, and grown tired

alike of work and play, thinks of the school-song he has learned to-day, and thus has it in his power to brighten the home that perhaps is entirely unaccustomed to the voice of song.

How many, many homes are thus cheered ! Is it not a pleasant thought ? And have not the fifteen or twenty minutes been well employed ? I am sure the whole army of school teachers would answer, " yes."

Having now spoken of the value of singing, as it is taught to our young people, let me take a more scientific view of the matter ; for, as a science, we think it should be introduced into our public schools and intelligently taught, receiving as much attention as any other subject.

But what would be the advantage of this ? Would it not ultimately prove an economy of time and labor ? The industrious and painstaking teacher realizes from day to day the importance of making the very most of the five or six hours spent in the school-room, and, arranging the lessons, wonders how so much can be accomplished in so short a period, for time flies. Instead of spending the fifteen minutes in teaching the song, would it not be an economy of labor to teach the child a system, which would in a short time enable him to sing at sight any simple music that came within his reach ?

It would doubtless require some tact on the part of the teacher, and a great amount of patience in both pupils and teacher ; but a careful attention to the fifteen minute lesson every day would accomplish very much ; and as a good mental training would be one of the results, a two-fold advantage would be secured.

Most of us have lived long enough to find that whatever is really worth having is not easily picked up, that the most valuable things are the most difficult to obtain.

But just here arises a serious obstacle. Many of our teachers, though possessed of fine musical talent, have not given much attention to this branch of study, thinking, perhaps, that they could not take the time from those branches which are held as more important. Others, we regret to say, while preparing for Teacher's License, have been very far removed from such an advantage, and, consequently, all do not feel entirely capable of taking up the work.

However, since the subject has of late been presented to the public, we hope the day is not far distant when music classes will be as regularly and successfully taught in our public schools as are reading classes at the present time.





ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1891.

---

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



FREDERICTON, N. B.  
1892.



ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1891.

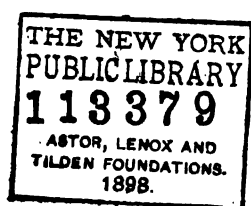
---

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

---



ST. JOHN, N. B.  
DAILY TELEGRAPH BOOK AND JOB PRESS.  
1892.



**EDUCATION OFFICE.**

*Fredericton, N. B., March 3rd, 1892.*

SIR,—

I have the honour to present to His Honor the Lieutenant Governor the Annual Report on the Common Schools of the Province for the Year ended December 31st, 1891.

I have the honour to be, Sir,

Your obedient servant,

**J. R. INCH,**

*Chief Superintendent of Education.*

TO THE HON. JAMES MITCHELL,

*Provincial Secretary.*



# CONTENTS.

## PART I — GENERAL REPORT.

	PAGE.
Introductory, .....	ix
Statistical Abstract for Year ending June 30th, 1891, .....	ix
Number of Schools, Teachers, etc., .....	ix
Proportion of Population at School, Age and Sex of Pupils, Percentage of Attendance, .....	x
Proportion of Population at School 1872, 1881, 1891, .....	xi
Average Attendance of Pupils in Cities and Towns, .....	xii
Percentage of Attendance for time Schools were in session, .....	xiii
Percentage of Attendance for Full Term time, .....	xiii
Enrolment of Pupils from 1872 to 1891, .....	xiv
Number of Pupils receiving Instruction in the several Subjects of the Course, .....	xv
Course of Instruction, .....	xvii
Teachers and Assistants employed, .....	xvii
Period of Service of Teachers, .....	xviii
Time in Session of the Schools, .....	xviii
Examinations, Visits, Prizes, .....	xviii
Average Salaries of Teachers, .....	xix
Disbursements of Provincial Grants to Teachers, .....	xx
Provincial Grants for Schools and Number of Teachers, .....	xx
Apportionment of County Fund to Trustees, .....	xxi
Superior Schools, .....	xxii
Superior Schools giving Instruction above Grade VIII., .....	xxiii
Grammar Schools, .....	xxiii
Provincial Normal School, .....	xxiv
Local Examinations, .....	xxv
Proposed Modification of Grammar School Law, .....	xxvi
Examination of Teachers, .....	xxvi
School Libraries, .....	xxviii
Summary of Provincial Expenditure, etc., .....	xxviii
School-house Grants to Poor Districts, .....	xxviii
Aid to Poor Districts, .....	xxx
Provincial and County Teachers' Institutes, .....	xxxiv
Dominion and International Associations, .....	xxxvi
Summer School of Science, .....	xxxvii
Arbor Day, .....	xxxvii
Appendices, .....	xxxviii

## PART II — STATISTICAL TABLES.

Table	I — Public Schools — Year ending June 30th, 1891, .....	A 3
Table	II — do. Attendance, Part I, .....	A 4
Table	II — do. do. Part II, .....	A 5
Table	III — do. Pupils in different branches, Part I, .....	A 6 to A 9
Table	III — do. do. Part II, .....	A 10 to A 13
Table	IV — do. Teachers employed, Part I, .....	A 14
Table	IV — do. do. Part II, .....	A 15
Table	V — do. Service of 1st Class Teachers, Part I, .....	A 16
Table	V — do. do. Part II, .....	A 17
Table	V — do. Service of 2nd Class Teachers, .....	A 18



			PAGE.
Table	VI —	Public Schools — Time in Session, .....	A 19
Table	VII —	do. Visits, Examinations, Prizes, .....	A 20
Table	VIII —	do. Average Salaries of Teachers, .....	A 21
Table	IX —	do. Disbursements of Grants to Teachers, .....	A 22
Table	X —	do. Apportionment of County Fund, Part I, .....	A 23
do.	do.	do. Part II, .....	A 24
Table	XI —	do. Superior Schools, Part I, .....	A 25 to A 26
do.	do.	do. Part II, .....	A 27 to A 28
Table	XII —	do. Grammar Schools, Part I, .....	A 29
do.	do.	do. Part II, .....	A 30
Table	XIII —	do. Provincial Normal School, .....	A 31
Table	XIV —	do. Teachers' Examinations, .....	A 32
	do.	do. Issue of School Licenses, .....	A 33 to A 34
Table	XV —	do. Libraries, .....	A 35
Table	XVI —	do. Student-Teachers' Allowances, .....	A 36 to A 41
Table	XVII —	do. Drafts to Teachers and Trustees, .....	A 42
Table	XVIII —	do. Summary of Provincial Grants, .....	A 43
	do.	do. Examination Questions for License, .....	A 45 to A 70

### PART III. — APPENDICES.

#### APPENDIX A.

Report of the Chancellor of the University, .....	A 73
---	------

#### APPENDIX B.

Report of the Principal of the Provincial Normal School, .....	A 85
--	------

#### APPENDIX C.

Inspectors' Reports. — District No. 1, Geo. W. Mersereau, A. B., .....	A 91
do. do. 2, E. L. O'Brien, A. B., .....	A 98
do. do. 3, George Smith, A. B., .....	A 101
do. do. 4, F. E. Whelpley, .....	A 104
do. do. 5, W. S. Carter, A. M., .....	A 108
do. do. 6, H. V. B. Bridges, A. M., .....	A 116

#### APPENDIX D.

Reports of Boards of School Trustees. — I. St. John, .....	A 123
do. II. Fredericton, .....	A 143
do. III. Moncton, .....	A 155
do. IV. St. Stephen, .....	A 164
do. V. Woodstock, .....	A 167
do. VI. Milltown, .....	A 169
do. VII. Campbellton, .....	A 171

#### APPENDIX E.

Fredericton Institution for the Education of the Deaf and Dumb, .....	A 173
School for the Blind, Halifax, .....	A 180
Papers Read at County Institutes, .....	A 181

---

PART I.

---

GENERAL REPORT.

---



# ANNUAL REPORT

OF THE

## SCHOOLS OF NEW BRUNSWICK.

### 1891.

### PART I—GENERAL REPORT.

*To His Honor the Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.  
LL.D., Lieutenant-Governor of the Province of New Brunswick.*

MAY IT PLEASE YOUR HONOR,—

I have the honor to submit, as required by law, my Report on the Public Schools of the Province for the year 1891.

The Statistical Tables of Part II (with the exception of Tables IX, XV, XVII, and XVIII, which show the actual disbursement of moneys for the fiscal year) comprise the two School Terms ended June 30th, 1891.

The Reports of Part III, with the exception of that of the Principal of the Normal School, are for the two School Terms ended December 31st, 1891.

I herewith present a summary of the Statistical Tables which will show, at a glance, the principal data upon which an accurate judgment may be formed of the present extent and condition of the public educational work of the Province.

#### Statistical Abstract.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, ETC.

		<i>Second, Term 1890.</i>	<i>First, Term 1891.</i>
Number of Schools, . . . . .	1,557	1,536	
Decrease, . . . . .	8	Increase, 19	
Number of Teachers, . . . . .	1,641	1,632	
Decrease, . . . . .	16	Increase, 15	
Number of Pupils, . . . . .	55,622	59,563	
Decrease, . . . . .	763	Increase, 998	
Number of Pupils in attendance during the year,		68,992	
Increase, . . . . .		469	

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE, AND SEX OF PUPILS, PERCENTAGE OF ATTENDANCE.

	<i>Second Term, 1890.</i>	<i>First Term, 1891</i>
Proportion of population at school, . . .	1 in 5.77	1 in 5.39
Decrease, . . . . .	1 in 421	Increase, 1 in 322
Number of Pupils under 5 years of age, . . .	318	284
Decrease, . . . . .	32	Decrease, 7
Number between 5 and 15 . . . . .	53,125	55,227
Decrease, . . . . .	570	Increase, 955
Number over 15 years, . . . . .	2,179	4,057
Decrease, . . . . .	161	Increase, 50
Number of Boys, . . . . .	27,964	31,196
Decrease, . . . . .	883	Increase, 143
Number of Girls, . . . . .	27,658	28,372
Increase, . . . . .	120	Increase, 855
Grand total number of days made by the pupils enrolled, . . . . .	3,029,384	3,955,310½
Decrease, . . . . .	120,971½	Increase, 240,344½
Average number of pupils daily present during time schools were in session, . . .	33,512	34,394
Decrease, . . . . .	1,310	Increase, 1,852
Average number daily present for the full term, . . . . .	31,906	31,216
Decrease, . . . . .	529	Increase, 1,352
Percentage daily present during time schools were in session, . . . . .	60.49	57.73
Decrease, . . . . .	1.26	Increase, 2.19
Percentage daily present during full term, . . . . .	57.36	52.40
Decrease, . . . . .	.16	Increase, 1.44

From the foregoing abstracts it will be seen, that though there was a marked decrease both in the number of schools in operation and the enrolment and attendance of pupils for the term ending December, 1890, yet the increase for the first term of 1891, in comparison with the corresponding term of the previous year, was so great as to show a gratifying increase in the averages for the two terms. The whole number enrolled during the year was 68,992—an increase of 469. The percentage of the whole population enrolled in the School Registers, as well as the average daily attendance, indicates a slow but steady advance. In comparing the percentage of attendance for the full term in the several counties as exhibited in Table II, it will be seen that St. John ranks the highest, with a percentage for the year of 61.31, followed by Northumberland, Westmorland, Restigouche, York, Kent, Charlotte, Gloucester, Madawaska, Albert, Carleton, in the order named; all of which indicate an attendance for

every teaching day of the year of more than one-half of the total number enrolled. On the other hand the following counties show an attendance for, the whole year of less than one-half of the total number enrolled: Kings, Queens, Victoria, Sunbury.

The proportionate increase by decades of the number of the population enrolled in the Public Schools since the Free School Act came into operation is shown in the following table:

Table showing porportion of population enrolled on Public School Registers for the years 1872, 1881 and 1891, according to the census of the years '71, '81, and '91 respectively.

COUNTIES.	1872	1881	1891
Albert, .....	1 in 5.13	1 in 4.55	1 in 4.34
Carleton, .....	" 5.80	" 4.04	" 4.19
Charlotte, .....	" 6.36	" 4.27	" 4.29
Gloucester, .....	" 61.87	" 6.80	" 5.52
Kent, .....	" 11.99	" 5.33	" 5.13
Kings, .....	" 6.74	" 4.60	" 4.13
Madawaska and Victoria, .....	" 15.35	" 6.73	" 5.24
Northumberland, .....	" 9.20	" 5.65	" 4.63
Queens, .....	" 6.83	" 4.72	" 4.19
Restigouche, .....	" 6.35	" 4.99	" 4.90
Saint John, .....	" 6.29	" 5.99	" 5.05
Sunbury, .....	" 6.15	" 4.60	" 5.25
Westmorland, .....	" 6.59	" 5.14	" 4.59
York, .....	" 5.41	" 4.89	" 4.30
Whole Province, .....	1 in 7.14	1 in 5.13	1 in 4.66

Stated in another form, in 1872, fourteen per cent. of the population of the Province attended the public schools during some part of the year; in 1882 the attendance had increased to about  $19\frac{1}{2}$  per cent. and in 1891, to about  $21\frac{1}{2}$  per cent. In making the comparison it ought, however, to be noted that the very small attendance in 1872 in Gloucester, Victoria, Kent, and to a less extent in some other Counties, was, in part at least, due to the opposition with which the Free School Act was at first met by a portion of the population.

The following table shows the percentage of enrolled pupils daily present on an average in cities and incorporated towns from 1870 to 1891 inclusive:—

*Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns:*

Terms ended.	Saint John.		Portland.		Fredericton.		St. Stephen.		Milltown.		Woodstock.		Moncton.		Marysville.		Campbellton.	
	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.				
1870, .....	56.06	57.88	57.17	56.45	62.90	60.0												
1871, .....	58.85	59.57	60.28	55.98	63.21	57.87												
1872, .....		78.28	*	56.60		62.49												
1873, .....	58.04	61.64	58.93	58.90	62.42	60.45	64.98											
1874, .....	70.69	66.67	59.34	60.04	62.58	63.55	69.48	65.19	71.90	74.65	58.66	57.22						
1875, .....	66.18	66.19	58.70	59.47	65.19	64.00	69.31	73.13	69.74	71.38	60.05	61.86						
1876, .....	69.33	67.13	64.25	62.50	72.89	64.35	69.91	73.13	69.08	66.78	63.04	67.22						
1877, .....	66.77	66.82	63.60	58.16	71.23	71.15	78.98	72.40	69.08	66.33	59.73	57.04						
1878, .....	61.25	66.86	63.48	61.31	72.05	70.00	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18				
1879, .....	64.97	67.76	64.49	65.49	78.33	75.86	80.30	78.92	68.53	73.76	66.68	60.65	61.99	59.43				
1880, .....	72.63	68.20	68.34	65.25	76.93	69.45	78.55	78.10	71.57	76.59	71.65	64.14	67.31	65.30				
1881, .....	71.83	70.96	68.38	67.89	72.63	71.46	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96				
1882, .....	73.29	72.48	69.28	69.91	78.86	68.64	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78				
1883, .....	75.51	70.30	72.29	66.18	77.53	71.78	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76				
1884, .....	72.43	73.86	70.45	69.56	74.22	71.93	79.41	79.39	71.75	68.46	68.23	68.35	66.74	68.13				
Terms ended.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.
1885, .....	69.22	73.74	67.04	72.89	70.66	71.43	73.15	75.99	61.58	63.62	62.79	67.96	65.07	73.78				
1886, .....	69.99	77.70	69.04	75.75	73.13	77.84	79.12	78.21	68.00	71.16	63.00	65.23	78.02	71.00				
1887, .....	74.35	76.01	71.99	74.45	79.55	76.63	77.54	79.02	68.04	71.84	66.86	63.87	72.34	74.16	53.41	56.55		
1888, .....	71.52	69.47	69.14	68.38	78.52	76.58	73.77	79.32	64.27	69.37	67.18	66.13	72.48	72.95	49.51	55.37		
St. John, United City.																		
1889, .....		67.50	78.93		78.47	80.72	77.77	77.34	65.79	83.24	68.10	65.40	74.66	76.73	56.20	72.00	71.72	70.18
1890, .....		72.4	75.73		73.75	81.45	76.53	81.55	70.81	80.73	72.86	76.33	75.60	78.44	51.05	61.51	57.35	56.86
1891, .....		72.88	78.95		76.56	80.78	80.91	83.00	72.31	77.68	75.66	83.78	77.08	78.24			76.92	77.38

Of the incorporated towns it will be seen that St. Stephen again made the highest average of attendance for the year, though surpassed by Woodstock during the Second Term.

The following shows the proportion of the population of the three cities of the Province enrolled in the schools in 1872, 1881, and 1891 respectively:—

	1872.	1881.	1891.
St. John and Portland,.....	1 in 6.38	1 in 6.66	1 in 5.74
Fredericton,.....	1 in 6.07	1 in 5.74	1 in 5.32
Moncton, .....		1 in 6.26	1 in 5.52

The following tables exhibit the percentages of daily attendance from 1874:

### I.—FOR TIME SCHOOLS WERE IN SESSION.

		<i>Term ended October.</i>		<i>Term ended April.</i>
1874	....	53.56	....	57.06
1875	....	52.96	....	55.66
1876	....	53.34	....	57.61
1877	....	54.93	....	54.95
1878	....	55.08	....	58.04
1879	....	55.81	....	57.49
1880	....	56.13	....	59.02
1881	....	55.85	....	58.94
1882	....	56.25	....	58.53
1883	....	59.66	....	62.79
1884	....	58.47	....	59.68
		<i>December.</i>		<i>June.</i>
1885	....	59.23	....	53.35
1886	....	60.68	....	56.03
1887	....	60.00	....	56.80
1888	....	55.85	....	54.43
1889	....	61.75	....	56.49
1890	....	60.49	....	55.54
1891	....	....	....	57.73

### II.—FOR FULL TERM TIME.

		<i>October.</i>		<i>April.</i>
1874	....	47.29	....	48.13
1875	....	47.19	....	48.02
1876	....	48.84	....	49.70
1877	....	49.83	....	49.08



			<i>October.</i>			<i>April.</i>
1878	....	....	51.76	....	....	52.93
1879	....	....	53.09	....	....	53.68
1880	....	....	52.96	....	....	55.06
1881	....	....	52.20	....	....	54.89
1882	....	....	52.56	....	....	53.83
1883	....	....	53.10	....	....	58.71
1884	....	....	54.69	....	....	56.16
			<i>December.</i>			<i>June.</i>
1885	....	....	54.63	....	....	47.47 <small>Term of 8 mos.</small>
1886	....	....	56.26	....	....	51.65
1887	....	....	56.16	....	....	52.45
1888	....	....	52.54	....	....	49.77
1889	....	....	57.52	....	....	51.48
1890	....	....	57.36	....	....	50.96
1891	....	....	....	....	....	52.40

### ENROLMENT OF PUPILS FROM 1872 TO JUNE, 1891.

	<i>Term ending April.</i>		<i>October.</i>		<i>During year.</i>
1872	28,756	.....	39,837	.....	Not reported.
1873	40,405	.....	42,611	.....	"
1874	44,781	.....	45,561	.....	"
1875	46,039	.....	48,340	.....	62,340
1876	47,870	.....	52,020	.....	64,689
1877	51,583	.....	54,472	.....	67,803
1878	52,763	.....	55,378	.....	68,780
1879	53,743	.....	56,639	.....	71,764 ?
1880	50,308	.....	52,742	.....	65,598
1881	49,550	.....	51,901	.....	65,631
1882	40,805	.....	52,657	.....	63,793
1883	60,662	.....	54,691	.....	66,775
1884	53,509	.....	57,087	.....	68,928
	<i>Term ending June.</i>		<i>December.</i>		
1885	63,001	.....	52,753	.....	72,961 <small>Year of 16 mos.</small>
1886	61,802	.....	53,932	.....	68,367
1887	59,796	.....	54,692	.....	68,583
1888	59,636	.....	54,099	.....	68,268
1889	59,819	.....	56,385	.....	68,221
1890	58,570	.....	55,622	.....	68,523
1891	59,568	.....	.....	.....	68,992

From the above it will be seen that the total enrolment for the year end-

ing June, 1891, exceeded the enrolment of any previous year with the possible exception of 1879, in regard to which there is manifestly an error in the record.

TABLE III.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE SEVERAL SUBJECTS OF THE COURSE.

	<i>Second Term, 1890.</i>		<i>First Term, 1891.</i>	
Physical Exercises, ....	47,074	.....	49,477	
Increase, ....	2,333	Increase,	1,780	
Oral Lesson on Morals, ....	48,865	.....	53,034	
Increase, ....	1,185	Increase,	1,876	
Sewing (optional), ....	4,112	.....	4,108	
Increase, ....	1,643	Increase,	1,352	
Knitting (optional), ..	1,017	.....	1,340	
Decrease, ....	281	Increase,	229	
Reading, Spelling, Recitations, Standards I—IV, ....	44,105	.....	45,432	
Decrease, ..	854	Decrease,	348	
Reading, Spelling, Recitations, Standards V—VIII, ....	10,661	.....	12,707	
Increase, ....	174	Increase,	774	
Composition. Standards I—IV, ..	41,607	.....	43,720	
Increase, ....	548	Increase,	1,023	
Composition. Standards V— VII, ..	10,722	.....	12,671	
Increase, ..	375	Increase,	1,036	
Grammar and Analysis. Stand- ards III—IV, ..	11,043	.....	13,056	
Decrease, ....	741	Decrease,	156	
Grammar and Analysis. Stand- ards V.—VIII, ....	10,343	.....	12,279	
Increase, ....	288	Increase,	886	
History. Standards IV—VIII, ..	18,454	.....	22,307	
Increase, ....	510	Increase,	1,395	
Form. Standards I—II, ....	24,256	.....	24,698	
Increase, ....	1,078	Increase,	1,372	
Industrial Drawing. Standards III—VIII, ....	27,979	.....	31,651	
Increase, ....	1,252	Increase,	1,131	
Print Script. Standards I—V, ..	46,315	.....	50,168	
Increase, ....	541	Increase,	1,495	
Writing. Standards III—VIII, ..	29,233	.....	33,421	
Decrease, ....	425	Increase,	776	
Singing by rote. Standards I— III, ....	21,187	.....	22,093	
Increase, ....	1,629	Increase,	1,730	

Second Term, 1890.				First Term, 1891.	
Singing by rote. Standards IV					
— VIII,	.....	11,818	.....	13,349	
Increase,	.....	1,521	Increase,	1,499	
Singing by note. Standards V—					
VIII (optional),	.....	27	.....	49	
Decrease,	.....	26	Increase,	25	
Number. Standards I—III.					
Standards III includes Arith-					
metic in district schools,.....					
Decrease,	.....	34,287	.....	35,983	
Arithmetic. Standards IV—		1,405	Increase,	349	
VIII,	.....	19,252	.....	22,982	
Increase,	.....	328	Increase,	1,318	
Geometry. Standards VII—					
VIII,	.....	2,449	.....	2,962	
Increase,	.....	256	Increase,	340	
Algebra. Standards VII—					
VIII,	.....	2,576	.....	2,982	
Increase,	.....	141	Increase,	75	
Geography,.....					
Increase,	.....	49,341	.....	53,310	
Increase,	.....	772	Increase,	1,720	
Temperance Teachings of Sci-					
ence, Oral. Standards I—V					
Increase,	.....	37,021	.....	41,492	
Increase,	.....	7,860	Increase,	3,362	
Temperance Teachings of Sci-					
ence, Text-Book. Standards					
IV—VIII,.....					
Increase,	.....	7,329	.....	9,021	
Increase,	.....	2,102	Increase,	604	
Useful Knowledge, (Minerals,					
Plant and Animal Life).					
Standards I—IV,.....					
Increase,	.....	38,969	.....	41,329	
Increase,	.....	1,895	Increase,	1,783	
Useful Knowledge, Standards V					
— VIII,	.....	10,358	.....	12,195	
Increase,,	.....	1,004	Increase,	1,225	
Color. Standards I—IV,.....					
Increase,	.....	34,391	.....	36,373	
Increase,	.....	3,569	Increase,	1,320	
Agriculture. Standards III—					
V,.....	.....	10,129	.....	12,391	
Increase,	.....	3,478	Increase,	812	
Physics. Standards VI—VIII					
Increase,	.....	4,453	.....	5,093	
Increase,	.....	20	Increase,	300	
Physiology. Standard VIII,...					
Increase,	.....	1,045	.....	1,335	
Increase,	.....	47	Increase,	92	

		<i>Second Term, 1890.</i>		<i>First Term, 1891.</i>	
Latin. Standards VII—VIII					
(optional),	.....	494	.....	548	
Decrease,	.....	605.	Decrease,	512	
French. Standards VII—VIII					
(optional),	.....	588	.....	324	
Increase,	.....	66	Decrease,	122	

The preceding figures include all pupils, whether attending the Primary, Advanced, Superior, or Grammar Schools, who are not in advance of Standard VIII. The number of pupils in advance of this standard will be seen from Table XII.

#### COURSE OF INSTRUCTION.

The Course of Instruction adopted by the Board three years ago has proved to be generally adapted to the requirements of the country, and in harmony with the most approved modern educational ideas. Experience has, however, shown the desirability of some modifications, especially in the higher standards. Greater concentration seems to be demanded in regard to some of the more important studies of Grades VII, VIII and IX; it may also be questioned whether relief is not desirable in regard to the great variety of subjects required in certain parts of the Course. Careful attention will be given to this matter at an early date.

TABLE IV.—NUMBER, SEX, AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED.

		<i>Second Term, 1890.</i>		<i>First Term, 1891.</i>	
Grammar School Teachers,	....	13	.....	14	
The same,	....	..	Increase, .	2	
Male Teachers, Class I,	....	119	.....	110	
Increase,	....	6	The same, .	..	
Male Teachers, Class II,	....	142	.....	146	
Decrease,	....	20	Decrease, .	17	
Male Teachers, Class III,	....	104	.....	102	
Decrease,	....	4	Decrease, .	7	
Female Teachers, Class I,	....	160	.....	164	
Decrease,	....	6	Increase, .	12	
Female Teachers, Class II,	....	654	.....	619	
Decrease,	....	16	Decrease, .	15	
Female Teachers, Class III,	....	409	.....	435	
Increase,	....	29	Increase, .	42	
Number of Teachers Trained,		1,551	.....	1,521	
Decrease,	....	14	Decrease, .	5	
Number of Teachers Untrained,		50	.....	69	
Increase,	....	3	Increase, .	22,	

	<i>Second Term, 1890.</i>	<i>First Term, 1891.</i>
Male Assistants, . . . . .	6	7
Increase, . . . . .	4	Increase, . . . . . 4
Female Assistants, . . . . .	34	35
Decrease, . . . . .	9	Decrease, . . . . . 5
Total Number Teachers, . . . . .	1,641	1,632
Decrease, . . . . .	16	Increase, . . . . . 15

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Of the 1,601 Teachers employed during the Term ending Dec., 1890, 919 were employed in the same District as during previous term, 200 were engaged for the first time, and 319 others had not been more than three years in the service. Of the 279 First-Class Teachers employed, 204 had been upwards of five years in the service. Of the 796 Second-Class Teachers employed, 362 had been upwards of five years in the service.

Of the 1,590 Teachers employed during the term ending June 1891, 967 were employed in the same District as during previous term, 87 were employed as teachers for the first time, and 508 others had not been more than three years in the service. Of the 274 First-Class Teachers employed this term, 213 had been upwards of five years in the service. Of the 765 Second-Class Teachers 390 had been upwards of five years in the service.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

*Second Term, 1890.*—There were 97 teaching days in this Term. The average number of days the schools were in session was 91.93.

*First Term, 1891.*—The total number of teaching days was 125. The average number of days the schools were in session was 112.8. It will thus be seen that the schools were open on an average about 95 per cent. of the whole number of days First Term, and 90 per cent. of the Second.

TABLE VII.—EXAMINATIONS, PRIZES, VISITS.

The number of schools reporting semi-annual public examinations was 1,285 for the First Term and 1,384 for the Second. 677 prizes of the aggregate value of of \$373.12 were given to pupils during the year.

The County Inspectors made 946 visits to the schools during the term ending Dec. 1890, and 1,077 during the term ending June 1891, being an increase respectively of 138 and 62 on the number of visits made by them during the corresponding terms of the previous year. The visits by Members of Parliament, Clergymen, Teachers, and others show an increasing interest in the schools; but it is to be regretted that the record shows a marked decrease in the number of visits paid by the Trustees and the Trustees' Secretaries. Next to the ability and fidelity of the teachers, the prosperity and efficiency of our educational work depend more upon the intelligence, the liberality, and the hearty and persevering co-operation of the Trustees, than upon any other agency whatever.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The average rate of Teacher's Salaries per annum from all sources, compiled from the returns of the First Term of 1891, was as follows:

First Class Male	....	\$544.17	Increase	....	\$24.11
Second "	....	307.27	Decrease	....	4.88
Third "	....	230.12	"	....	1.03
First Class Female,	....	331.25	"	....	6.90
Second "	....	235.97	Increase	....	6.24
Third "	....	195.92	"	....	3.08

The Salaries of Grammar School Principals are not included in the above averages, (see Table XII).

The increase of \$24.11 on the average salary of First-Class Male Teachers is especially gratifying. It is to be hoped that School Boards will afford every possible encouragement to competent and experienced teachers to remain in the profession, and to continue year after year in charge of the same schools in which they may have won a reputation for faithfulness and efficiency.

In comparing the average salaries paid in the several Counties it will be seen that the following are above the average in the respective classes:—

1st Class Male—St. John, York.

2nd " " St. John, Charlotte, Gloucester, Westmorland.

3rd " " Charlotte, Gloucester, St. John, York, Westmorland, Victoria, Madawaska.

1st Class Female—St. John, Kings, Charlotte.

2nd " " St. John, Charlotte.

3rd " " Charlotte, St. John, Westmorland.

All the teachers in the County of Madawaska engaged during the two terms were of the third class.

The following table shows the average salaries for the Province since 1882—the salaries for the years 1880 and 1881 were not reported:—

Year.	Class I. M.	Class II. M.	Class III. M.	Class I. F.	Class II. F.	Class III. F.
1882	\$508 00	\$315 00	\$225 00	\$338 73	\$230 27	\$185 71
1883	519 00	322 11	238 10	339 50	230 28	195 90
1884	532 13	334 25	248 13	330 96	262 85	198 35
1885	511 80	313 97	226 32	333 43	236 18	182 58
1886	523 72	313 74	231 08	334 58	227 06	186 87
1887	521 30	307 92	231 00	324 40	226 87	187 57
1888	526 90	303 66	231 00	328 49	225 75	187 47
1889	518 98	304 69	225 35	323 21	228 12	187 14
1890	520 06	312 15	231 15	338 15	229 73	192 84
1891	544 17	307 27	230 12	331 25	235 97	195 92

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS.

The total amount of Provincial Grants to Teachers for the year ended June 30th, 1891, was as follows:—

Grammar Schools, . . . .	\$ 4,239.70	Increase, . . . .	\$356.80
Superior " . . . .	11,940.45	" . . . .	175.37
Common " . . . .	121,498.88	Decrease, . . . .	263.07
Total, . . . . .	\$137,679.03	Increase, . . . .	\$269.10

Of the above sum \$6,023.80 were paid as special grants to teachers in poor Districts.

The total expenditure during the year for the Grammar, Superior and Common Schools, (not including district assessments for School buildings and apparatus), is approximately as follows:

Provincial Grants, . . . . .	\$137,679 03
Schoolhouse Grants, . . . . .	1,280 00
County Fund, . . . . .	94,504 50
District Assessments, . . . . .	186,083 22
Total, . . . . .	\$419,546 75
Average cost per pupil, . . . . .	6 08

PROVINCIAL GRANTS FOR SCHOOLS FROM THE YEAR ENDING APRIL, 1877, TO JUNE, 1891, INCLUSIVE, AND NUMBER OF TEACHERS EMPLOYED EACH YEAR.

	<i>Provincial Grant.</i>	<i>Number of Teachers.</i>
1877 . . . . .	\$127,786 73	1,287
1878 . . . . .	132,195 23	1,325
1879 . . . . .	139,248 13	1,367
1880 . . . . .	124,378 78	1,384
1881 . . . . .	129,697 90	1,383
1882 . . . . .	126,662 26	1,412
1883 . . . . .	135,162 10	1,459
1884 . . . . .	136,223 10	1,514
<i>June.</i>		
1885 . . . . .	177,077 69 — 14 months, . . . .	1,648
1886 . . . . .	132,493 65	1,549
1887 . . . . .	137,186 92	1,583
1888 . . . . .	136,326 45	1,600
1889 . . . . .	135,138 93	1,603
1890 . . . . .	137,409 93	1,637
1891 . . . . .	137,679 03	1,637

TABLE X.—APPORTIONMENT OF COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows: "There shall be allowed to the trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other districts sharing such funds may be allowed by the Chief Superintendent in respect of attendance made by pupils.

*Second Term, 1890.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,252.25. \$23,323.54 of the fund were apportioned to the Boards of Trustees in respect of the service of teachers (according to the length of these services within the prescribed term.)

The balance of the fund, \$23,928.71, was apportioned to the several Boards of Trustees in each county in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund, \$865.31 were apportioned as extra aid to Boards of Trustees in poor districts.

*First Term, 1891.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,252.25. \$21,627.36 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed terms).

The balance of the fund, \$25,624.89 was apportioned to the several Boards of Trustees in each county in proportion to the average attendance of pupils the length of time the schools were open.

Of the fund, \$863.15 were apportioned as extra aid to Boards of Trustees in poor districts.

The County Fund is withheld from Boards of Trustees which refuse to comply with the Inspectors' recommendation in respect of apparatus, repairs, etc. Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate, multiplied by the average number of pupils attending the school, compared with the average number of the county for full term time, will give the amount apportioned on account of pupils. If the school has been open full time, there should be an additional amount of \$15 per term for services of teacher, and in "poor districts" \$20. For each teaching day the school has been closed during the



term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI. — SUPERIOR SCHOOLS.

The total amount disbursed during the year for Superior School service was \$11,940.45. This includes \$368.66 for services rendered during previous years. During the term ended December, 1890, there were 49 Superior schools in operation, and 46 the following term. According to the census of 1891 the number of Superior schools allowed by law for the several counties on the basis of population will be as follows: Albert, 1; Carleton, 3; Charlotte, 4; Gloucester, 4; Kent, 4; Kings, 4; Madawaska, 1; Northumberland, 4; Queens, 2; Restigouche, 1; St. John, 8; Sunbury, 1; Victoria, 1; Westmorland, 7; York, 5. Total for the Province, 50. Albert and Carleton have lost one each as compared with the allotment on the basis of the former census; while Gloucester, Kent and Westmorland have gained one each. There is a gain of one for the Province.

An additional school may be established in each county on the recommendation of the Inspector, and several of the counties have availed themselves of this provision.

The following provisions are prescribed by the Board of Education respecting the Standards of Instruction given in the schools:

1. *Superior Schools in Cities, Incorporated Towns, and in Towns having four Graded Departments.* — Boards of Trustees shall provide for giving instruction in at least Standards IX and X. When instruction is not provided for, or not given in advance of Standard X, work in Standard VIII may be required of the teacher, provided the daily average attendance of pupils in the higher standards is not more than 25. Should Standards IX, X, and XI be taught, no work in a lower standard shall be required of the teacher, unless a Provincial licensed assistant is employed, having a separate class-room.

2. *Superior Schools in Towns or Villages having three Graded Departments.* — The highest department shall constitute the Superior School, and shall not be called upon to perform work under Standard VII of the graded course, or IV of the ungraded course.

3. *Superior Schools in Districts having two Graded Departments.* — The second or highest department shall form the Superior School, and shall not be called upon to perform work under Standard IV of the graded course, or III of the ungraded course.

4. *Superior Schools in Districts having no Graded Schools.* — An ungraded school in a country district may be recognized as a Superior School, provided there are competent pupils studying some branch of Mathematics, Language, or Natural Science in advance of Standard V of the ungraded course, and that a

class-room assistant is employed, if the daily average attendance of pupils is 30 or upwards.

Those provisions are being satisfactorily carried out, and the schools, as will be seen from the Inspectors' reports, are well taught. Those in rural districts under the operation of the last-named provision above are supplying better and more advanced instruction than the ordinary school can be expected to give.

The number of pupils receiving instruction in the Superior Schools in advance of Standard VIII, was 188 for the second term of 1890 — an increase of 54 on the number for the corresponding term of 1889, and 223 for the first term of 1891 — an increase on corresponding term of previous year of 104.

The following table shows the Superior Schools which have pupils above grade VIII, and the number of pupils in the higher grades:

*Superior Schools Giving Instruction Above Grade VIII.*

SUPERIOR SCHOOLS.	Term ended Dec. 31, 1890.			Term ended June 30, 1891.		
	Modern Course.	Classical Course.		Modern Course.	Classical Course.	
	IX.	IX.	X.	IX.	IX.	X.
Bristol, Carleton County,.....	9	..	..	25	..	..
Campobello, Charlotte County,.....	..	..	..	12	..	..
St. George, ".....	9	..	..	7	..	..
St. Stephen, ".....	..	8	12	1	17	10
Bathurst Village, Gloucester County,....	4	..	..	3	..	..
Petit Rocher, ".....	6	..	..	5	..	..
Kingston, Kent County,.....	17	..	..	8	..	..
Havelock, Kings County,.....	6	..	..	9	..	..
Derby, Northumberland County,.....	..	..	..	2	..	..
Newcastle, ".....	2	7	7	4	16	10
Campbellton, Restigouche County,....	8	9	..	9	8	..
Milford, St. John County,.....	9	..	3	6	..	4
Dorchester, Westmorland County,.....	18	..	..	14	..	..
Moncton, ".....	25	18	7	22	15	10
Marysville, York County,.....	4	..	..	6	..	..
	117	42	29	133	56	34

TABLE XII.—GRAMMAR SCHOOLS.

The total number of pupils enrolled in the Grammar Schools during the second term of 1890, was 2,723, an increase of 156; and for the first term of 1891, 2,751, an increase of 181. During the second term there were in attendance 386 pupils above standard VIII, decrease 12; and 397 the first term of 1891, increase 77. It will be seen that of the 13 Grammar Schools in operation during the year, the enrolment of pupils above grade VIII was less than 20

in Albert, Gloucester, Kings, Northumberland, Queens, Restigouche, Sanbury and Victoria. By reference to the foregoing table of Superior Schools, it will be seen that at least 4 had an enrolment of more than 20 above grade VIII, showing, thus, more advanced work, than was done in a majority of Grammar Schools. These facts indicate unmistakably the necessity of a re-organization of Grammar and High Schools of the Province, so that results may be obtained more commensurate with the expenditure, and that the Common School, the High Schools, the Grammar Schools and the University may be so articulated as to become a constant source of strength and growth to each of the others.

The Provincial disbursements to Grammar Schools for the year was \$4,249.78 an increase of \$366.88. The total amount of local salaries paid to the head masters for the year was \$6,085.00, an increase of \$375. This amount does not include the University grant of \$1,000 to the Collegiate School. The average salary of Grammar School Principals (not including the Collegiate School) was \$794.78.

#### TABLE XIII.—THE PROVINCIAL NORMAL SCHOOL.

This table gives details as to the attendance of student teachers, and the salaries of the instructors. The number presented for examination for license at the close of the session was 224, of whom 36 were enrolled in the French Department, increase for the year 5. Other details will be found in the Principal's Report.

In reference to the proper functions of the Normal School, I beg to call attention to the following remarks taken from the Report of the Principal:

"In view of these facts, it may pretty confidently be affirmed that the time is near at hand when the Normal School should be relieved from the actual teaching of those subjects of instruction which can most profitably be taught in the underlying schools, and be left free to devote its energies more fully to the distinctive work of a Normal School. Were the Normal School thus placed at liberty to assume its proper relation to the other parts of our educational system, the result could not fail to be a more economical outlay of forces, as the division of work and responsibility which would then be possible would furnish both the Normal and other schools with the strongest incentives to effort. The whole system would gain largely through the interplay of its parts. The Normal School occupying its own field, an ample and responsible one, could supplement on its own lines, the work of the other schools; without either being held responsible for supplying any of the deficiencies of the lower, or being brought into competition with the higher on the side of its academic instruction.

Organized as our schools are, the place of a Normal school may be thus stated:

1st. To give as complete and thorough a course in the Science and Art of Teaching and School Management as the annual session permits.

2nd. To give the teacher's point of view with respect to all the subjects of instruction taught in our schools; and

3rd. To extend the scholarships of its students by giving instruction in those

branches, necessary to their preparation as teachers, which are not fully treated, or not treated at all in the preparatory schools."

Under present regulations the entrance examinations of the Normal School cover the scholastic requirements on the subjects prescribed for Teachers of the Third Class. And yet, examinations are held at the close of the two terms' attendance on the very same subjects, together with the additional subjects for the higher classes, and the professional subjects. It is evident that while so much of the time of the Normal School Students is thus taken up in preparation for a terminal examination on the branches taught in the common schools, the professional work must, to a very considerable extent, be neglected.

#### LOCAL EXAMINATIONS.

A system of local examinations held at the principal centres of population, or in connection with the Grammar Schools of the several Counties, immediately before or after the close of the schools for the summer vacation, would, in my opinion, be productive of beneficial results. These examinations might include :

(a) Examinations upon the Scholastic subjects (as taught in the Common School) prescribed for candidates for teachers' licenses of the second and third classes — Students who should succeed in passing these examinations to receive a certificate entitling them to admission to the Normal School without further examination on the same subjects, whether at the beginning or close of the Normal School course.

(b) High School and Grammar School *entrance* and *leaving* examinations — the latter entitling students who should succeed, to suitable Diplomas.

(c) University Matriculation examinations.

In support of the local examinations for entrance to the Normal School it may be mentioned that under the present arrangement the candidates who fail are obliged to incur, in many cases, considerable expense in travelling to Fredericton from remote parts of the Province, and in returning after having failed to pass the test. Both the expense of attending the examinations, and the mortification resulting from failure to pass, would be lessened, if an opportunity were offered of attending examinations nearer their own homes. Besides the local examinations would attract a larger number of candidates, and would probably, even with more rigid tests than at present, increase the number seeking admission to the Normal School. The scarcity of teachers in many parts of the Province shows the need of a larger supply than the Normal School, notwithstanding a gradually increasing attendance has, up to the present, been able to provide.

In regard to the other suggested examinations, the curricula of the Grammar Schools and the University Matriculation requirements might be easily harmonized, so that the leaving examinations of the Grammar School might be

accepted by the senate of the University as equivalent to either the junior or the senior Matriculation, as the case might be.

#### PROPOSED MODIFICATION OF THE LAW RELATING TO GRAMMAR SCHOOLS.

In this connection I would respectfully call the attention of the Government and the Legislature to the desirability of such a modification of the law relating to Grammar Schools as would tend to stimulate local effort in the support of secondary education, and to build up strong institutions wherever practicable for the promotion of advanced educational work and as feeders to the University. Under the provisions of the law, as it now stands, a Grammar School which is doing no more advanced work than some of the Common Schools, and less than several of the Superior Schools, receives as large a grant from the Provincial funds as those which have a large staff of teachers, and more than a hundred students above the eighth standard. Would it not be practicable to fix a standard, both in regard to equipment and the number of advanced pupils, falling below which a school would cease to rank as a Grammar School? If, in addition to fixing by careful examination, the minimum requirements which would entitle a school to be ranked as a High School or a Grammar School, a sliding scale of Provincial Grants to these schools should be adopted, based on such conditions as the character and equipment of the buildings by the District, the number of teachers employed, the enrolment of pupils above a certain grade, and the general educational results; it can scarcely be doubted that an impetus would be given to Secondary Education, and the weakest link in our present system would be so strengthened as to give vitality and tone to the whole service. The direct tendency of such a scheme would be to stimulate local effort for the improvement of school accommodation and apparatus, for the employment of the best teachers, for the encouragement of pupils to follow out the Grammar School Course, and for the consequent increase of the number who would complete a full College Course.

#### TABLE XIV.—EXAMINATION OF TEACHERS.

These examinations are conducted by the Chief Superintendent in conformity with published regulations of the Board of Education. The papers were estimated the past year by Thomas Harrison, LL.D., Prof. L. W. Bailey, Ph.D., Prof. H. S. Bridges, A. M., Ph. D., George W. Mersereau, A. B., James Vroom, Mrs. de Soyres and Prof. John Burwash, D. Sc. The papers submitted to candidates for the several classes of license at the June examination are appended to this report. The following is a summary of the examination :

The number admitted to examination was 306; 295 received license of some class.

Two hundred and thirty of the candidates were admitted to examination as being classified student-teachers of the Normal School; 61 were teachers

seeking an advanced class, or Provincial License; 13 were admitted as eligible for examination.

Of the 295 teachers who received Provincial Licenses, 22 males obtained the first class, 15 males the second class, 12 males third class; 34 females received the first, 137 females the second class, 74 females the third class. The above numbers include the number of Acadian candidates who attended the examinations in December, 1890, and May, 1891, the details of which are shown in the table.

Licenses are granted in accordance with the following standards of award :

(a) To obtain the class worked for, the average Examiners' marks (the provisions respecting spelling being duly observed), must be 50 or upwards; to obtain the next lower class, the average must be 40 or upwards; and to obtain the second below the one worked for, the average must be at least 30.

(b) In each case, no mark may be further below half of the required average than the actual average is above the requirement, with this limitation — that where there are more than one paper demanded under one general subject (as in the case of History, Mathematics, etc.,) if the average of the marks on these papers equals the required *general* average, these papers shall be exempt from the operation of the principle.

(c) In order to obtain a License of the Grammar School Class, candidates will be required to make a general average of 50 or upwards on the whole examination, with no mark in the English branches further below 37 than such average is above 50. In Latin the average of marks must be 50 or upwards, and in Greek 37 or upwards. Candidates for this License who are Graduates in Arts, or who have previously made an average of 75 or upwards on the syllabus prescribed for the first class, are to work papers on those subjects only which are peculiar to the syllabus for the Grammar School Class.

The following is the provision respecting Spelling and Writing :

*Spelling and Writing* : Each examiner shall note and report the number of ordinary words mis-spelled by each candidate; and the average of marks obtained by any candidate on his whole examination shall be increased or diminished by .5 as many times as the number of words so reported shall be less or more than 6. Each Examiner shall also give a special credit or demerit of 1 to each candidate for neatness and legibility of Writing when these qualities are *markedly* present or absent (as the case may be), and the average of marks obtained by any candidate on his whole examination shall be further increased or diminished by the sum of such credits or demerits. At the semi-annual examination, an exercise in spelling shall, on application, be prepared for candidates who at any previous examination made an average of 50 or upwards on the papers of the first class, with no mark further below 35 than the average of marks is above 50, and were debarred from receiving license of the first class by reason of bad spelling. The exercise shall not exceed one hour in length, and shall be confined to common words, and any such candidate making no more than six errors shall be granted a license of the first class without further examination.

Each candidate is notified by the Chief Superintendent of the result of his exam-

ination, and is furnished with a memorandum of the estimates placed upon his papers by the Examiners. The names of the successful candidates are appended to the table

#### TABLE XV.—SCHOOL LIBRARIES.

This Table shows a gratifying increase of interest in the matter of School Libraries. In 16 Districts more than 1,000 volumes were purchased at a cost of \$671.40, of which the Province contributed \$222.08.

The following are the provisions under which *bonus* is granted :

*Libraries.* — Whenever any School District shall raise a sum of money for the purpose of establishing a Library, or adding thereto, the Board of Education may grant to it a sum equal to one-half the amount so raised, not to exceed twenty dollars in any one year, to be expended in the purchase of books therefor.

REGULATION 33 — *School Libraries.* — No book hostile to the Christian religion, or of an immoral or sectarian character, shall be permitted in the School Library. The Trustees shall hold School Libraries in trust as part of the School property of the district, and shall make such regulations for the preservation and circulation of the books as they shall deem necessary.

#### TABLES XVI, XVII, and XVIII.

Details will be found in these tables respecting the travelling allowance paid to Student-Teachers attending the Provincial Normal School; together with the statement of the Chief Superintendent's drafts to Teachers and Boards of Trustees, and a summary of Provincial expenditure for school service to December 31st, 1891.

#### School-House Grants to Poor Districts.

During the year closed December 31st, 1891, the sum of \$1,280 was paid to the Boards of Trustees for the Poor Districts in aid of school-houses as follows :

ALBERT COUNTY.				
Parish of Coverdale and Hillsboro, No. 14.	....	....	\$30 00	
" Elgin, No. 20,	....	....	30 00	\$60 00
CARLETON COUNTY.				
Parish of Brighton, No. 5, \$35 ; No. 15, \$35,	....	....	\$70 00	
" Woodstock, No. 10,	....	....	20 00	90 00
CHARLOTTE COUNTY.				
Parish of Dumbarton, No. 6,	....	....	\$100 00	
" Grand Manan, No. 9,	....	....	25 00	
" St. James, No. 4,	....	....	25 00	150 00
<i>Amount carried forward,</i>			.. ..	\$300 00

---

*Amount brought forward,* .. .. \$300 00

## GLOUCESTER COUNTY.

Parish of Bathurst and Beresford, No. 10A, ....	\$30 00	
" Beresford, No. 6, ....	25 00	
" New Bandon, No. 11, ....	40 00	
		95 00

## KENT COUNTY.

Parish of Weldford and St. Marys, No. 5½, \$25 ; No. 22, \$20, ....	45 00
---	-------

## KINGS COUNTY.

Parish of Springfield, No. 18, ....	\$40 00	
" Waterford, No. 4, ....	30 00	
		70 00

## MADAWASKA COUNTY.

Parish of Madawaska, No. 1½, ....	30 00
-----------------------------------	-------

## NORTHUMBERLAND COUNTY.

Parish of Alnwick, No. 12, ....	\$25 00	
" Blissfield, No. 3, ..	60 00	
" Glenslg, No. 9, ....	10 00	
" Ludlow, No. 5, ....		120 00

## QUEENS COUNTY.

Parish of Hampstead, No. 10, ....	\$45 00	
" Johnston, No. 8, ....	25 00	
" Waterloo, No. 10, ....	30 00	
		100 00

## RESTIGOUCHE COUNTY.

Parish of Addington, No. 2½, \$40 ; No. 12, \$40, ....	\$80 00	
" Dalhousie, No. 12,..	60 00	
		140 00

## ST. JOHN COUNTY.

Parish of St. Martins and Upham, No. 10, ....	\$25 00	
" Simonds, No. 18, . .	65 00	
		90 00

## SUNBURY COUNTY.

Parish of Burton, No. 9, ....	20 00
-------------------------------	-------

## VICTORIA COUNTY.

Parish of Drummond, No. 10, ....	30 00
----------------------------------	-------

## WESTMORLAND COUNTY.

Parish of Moncton, No. 23, \$30 ; No. 26, \$30, ....	60 00
--	-------

---

*Amount carried forward,* .. .. \$1,100 00



*Amount brought forward,* .. .. \$1,100 00

**YORK COUNTY.**

Parish of Bright and Queensbury, No. 10, .....	\$40 00
" Canterbury, No. 22, .....	40 00
" Douglas, No. 9, \$15; No. 14, \$30, .....	45 00
" Prince William, No. 6, \$35; No. 11, \$20, .....	55 00
	<hr/> 180 00
	<hr/> <b>\$1,280 00</b> <hr/>

**Aid to Poor Districts.**

The following provision is made in aid of Poor Districts:

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the Chief Superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the classification of the teachers of schools, from the provincial treasury, and one-third more per pupil from the County School Fund, than the allowance to other school districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars.

The following districts will, in accordance with the foregoing provisions, be recognized as poor districts for the year ending December 31st, 1892.

**ALBERT COUNTY.**

Parish of Alma,	Nos. 1, 3, 4, 6, 7, 8, 9, .....	7
" Coverdale,	" 6, *7, *8, 9, *11, 12, 15, ..	7
" Elgin,	" 1, 4, 5, *6, 7, *10, *13, 15, 16, 17, 18, 19, ....	12
" Harvey,	" 6, 7, *8, 9, 10, 11 (and Hopewell), 13, ....	7
" Hillsboro',	" 8, *9, *11, 13, 15, .....	5
" Hopewell,	" *4, 9, .. .....	2
		<hr/> 40

**CARLETON COUNTY.**

Parish of Aberdeen,	Nos. 7, 8, 9, 10, 11, 13, .....	6
" Brighton,	" 5, *6, *8, 9, *11, 15, 16, *17, 18, 19, ....	10
" Kent,	" 9, *17, 18, 19, ....	4
" Northampton,	" *6, 8, .. .....	2

Districts marked (\*) to receive one-quarter rate.

CARLETON COUNTY—*Continued.*

Parish of Peel,	Nos. 1 (and Kent), 5,...	2
" Richmond,	" 11a, *17,	2
" Simonds,	" 4 (and Wicklow, White Marsh),	1
" Wakefield,	" *12, ....	1
" Wicklow,	" *4, ....	1
" Wilmot,	" *14, *15 (and Wakefield), 17,	3
" Woodstock,	" 11, ....	1

33

## CHARLOTTE COUNTY.

Parish of Clarendon,	Nos. 1, 2, 3, 9,	4
" Dumbarton,	" 1, *3, 4, *5, *7, ..	5
" Grand Manan,	" 1, *7, 8, 9,	4
" Lepreaux,	" 1, *2, 4, 5,	4
" Pennfield,	" *6, ....	1
" St. David,	" *4½ (and St. James), 7, ....	2
" St. George,	" *3, *7, 8, 8½ (and Dumbarton), 9, 10, *11, *12, *15'	9
" St. James,	" *4, *5, 7½ (and St. Stephen), 8, 11, 12, 13, 17, 19,	9
" St. Patrick,	" 3, *4, *9 (and St. George), *10, ....	4
" St. Stephen,	" 4½, *6, ....	2
" West Isles,	" *1, 6½, 8,	3

47

## GLOUCESTER COUNTY.

Parish of Bathurst,	Nos. 3, 4, 5, 6, 7, *8, 10, 11, 17,	8
" Beresford,	" *7, 7½, *8, *8½, 9, *10A, (and Bathurst), 11, *12, 13, 13½, 14, 15,	12
" Caraquet,	" 3, 6, 8, 9,	4
" Inkerman,	" 4, *5, *8, *10,	4
" New Bandon.	" 1, 2, 3½, 4½, 5, 5½, 7, 10, *10½, A, (and Bathurst),	9
" St. Isidore,	" 7, 7½,	2
" Saumarez,	" 4, ....	1
" Shippegan,	" 1½, 2, *3, 3½, *4, 4½, *6½, 7, 8, 8½, 9, 9½, 10, 10½,	14

54

## KENT COUNTY.

Parish of Acadieville,	Nos. *1, *2, *3, *5,	4
" Carleton,	" *6, ....	1
" Dundas,	" 5, 5½, *10, 14, ....	4
" Harcourt,	" *2, *6, *7, 7½, ....	4
" Richibucto,	" 3, 9, 9A, *11, ....	4
" St. Louis,	" 1, *5, *8, *9, *10, *11, ....	6

KENT COUNTY—*Continued.*

Parish of St. Mary,	Nos. *6, *8, *9, *11, *12, . . . . .	5
" Weldford,	" *4, 5½ (and St. Mary), 7, 11, 17, 18, *20, 21, 23, . . . . .	9
" Wellington,	" *7½, *12, . . . . .	2
		—
		39

## KINGS COUNTY.

Parish of Cardwell,	Nos. 4, 5, *10, . . . . .	3
" Hammond,	" 1 (and Waterford), 2, 5, 7, . . . . .	4
" Hampton,	" 10, . . . . .	1
" Havelock.	" 6, *11, . . . . .	2
" Kars,	" 4, 6, . . . . .	2
" Kingston,	" *6, 8, 9, *10, *12, 14, *15, . . . . .	7
" Norton,	" 10, 11 (and Sussex), . . . . .	2
" Rothesay,	" *1, *19 (and Simonds), . . . . .	2
" Springfield,	" *4, *5, *13, 14, *18, . . . . .	5
" Studholm,	" 1, 2, *5, *6, *26, . . . . .	5
" Sussex.	" *12, 14, 15, . . . . .	3
" Upham,	" 25 (and St. Martins), . . . . .	1
" Waterford,	" 1, 3, 4, *5, *6, 7, 9, . . . . .	7
" Westfield,	" *1, 2½, 4, 5, *8, 9, *10, *12, *13, . . . . .	9
		—
		53

## MADAWASKA COUNTY.

Parish of Madawaska,	Nos. 1½, 3, 4, 4½, 5, . . . . .	5
" St. Anne,	" *2, 5, 6, 7, . . . . .	4
" St. Basil,	" 5, 6, 8, 9, . . . . .	4
" St. Francis,	" 1, 5, 6, 7, 8, 9, 10, 11, 12, . . . . .	9
" St. Hilaire,	" 5, 6, 7, 8, . . . . .	4
" St. Jacques,	" 2, 3, 4, 5, . . . . .	4
" St. Leonard,	" 1, 7, 8, 9, 10, 11, 12, 15, 16, . . . . .	9
		—
		39

## NORTHUMBERLAND COUNTY.

Parish of Alnwick,	Nos. *1, *2, 8½, 11, 12, 14, 15, . . . . .	7
" Blackville,	" 8, 8½, *9, 10, . . . . .	4
" Blissville,	" *1, *1½, *2, *2½, *3, . . . . .	5
" Glenelg,	" *2, *3, *5, *6, *8, 8½, 9, 10, . . . . .	8
" Hardwicke,	" 3, *5½, *6, . . . . .	3
" Ludlow,	" *1, *1½, *2, 4, 5, . . . . .	5
" Nelson,	" 3½, 6, 7, *8½, . . . . .	4
" Newcastle,	" *2½, . . . . .	1
" Northesk,	" *1, 3, *11½, . . . . .	3
" Rogersville,	" 2, *10½, *11, *12, *13, *14, *15, . . . . .	7
" Southesk,	" *7, *7½, 8, . . . . .	3
		—
		50

---



---

**QUEEN'S COUNTY.**

Parish of Brunswick,	Nos. *3, 4, 5, 6, 7, ....	5
" Cambridge,	" *7, ....	1
" Canning,	" 3, 4, ....	2
" Chipman,	" 2, 3, 7, *8, *9, 10, 12, 13, 14, 15, 16, (and Harcourt),	11
" Gagetown,	" *1, ....	1
" Hampstead,	" 3, 10, ....	2
" Johnston,	" 6, *7, 8, *11, *12, 13, *15, 17, ....	8
" Petersville,	" *2, *13, 16, 18, 19, ....	5
" Waterloo,	" *2, 3, *5, 8, 8, ....	5
" Wickham,	" *11, ....	1
		<hr/> 41

**RESTIGOUCHE COUNTY.**

Parish of Addington,	Nos. 2½, 3, 5, *6, 7, *8, 9, 10, 12, ....	9
" Colborne,	" 4, ....	1
" Dalhousie,	" *1½ (and Colborne), 12, ....	2
" Durham,	" *4, *5, 9, 10, 11, ....	5
		<hr/> 17

**ST. JOHN COUNTY.**

Parish of St. John, Partridge Island, . . . . .	1
" Lancaster, Nos. 4, . . . . .	1
" Musquash, " *5, 7, 8, 9, 17, . . . . .	5
" St. Martins, Nos. *3, 3½, 4, 5, 6, 7, 8, *9, *11, *12,*13, 14, 15, 30, 25, and (Upham), . . . . .	16
" Simonds, " 6, 10, 11, *15, *17, *19, (Bdr.), 20 (Bdr. D.), 21 (Bdr. D.), 22, *23 (and St. Martins),	10
	<hr/> 33

**SUNBURY COUNTY.**

Parish of Blissville,	Nos. 1, *5, *6, 7, 9, (and Clarendon), ....	5
" Burton,	" *6, *7, 8, *9, *10, 11, *12, 13, 14, ....	9
" Gladstone,	" *2, *3, 6, 7, 8, 9, (and New Maryland), 18 (and St. George), ....	7
" Lincoln,	" 6, ....	1
" Mangerville,	" 4, ....	1
" Northfield,	" 1, *2, *3, 5, 6, 7, 8, ....	7
" Sheffield,	" 3, 6, *7 ....	3
		<hr/> 33

**VICTORIA COUNTY.**

Parish of Andover,	Nos. 6, 7, 8, ....	3
" Drummond,	" 1, 2, 6, *9, 11, 12, 13, ....	7
" Gordon,	" 2, 3, 7, 8, ....	4
" Grand Falls,	" 3, 4, 5, *11, ....	4

VICTORIA COUNTY — *Continued.*

Parish of Lorne,	Nos. 1, 4, *6,	....	....	....	3
" Perth,	" *6, 7, *9, 10, *13,	....	....	....	5
					<hr/> 26

## WESTMORLAND COUNTY.

Parish of Botsford,	Nos. 4, 20, 22, 23,	....	....	....	4
" Dorchester,	" *4, *7, *9, *15, 26,	....	....	....	5
" Moncton,	" 20, 22, *23, 24, 26, 27,	....	....	....	6
" Sackville,	" 1, *3, 4, *15, 17, *18,	....	....	....	6
" Salisbury,	" 9, *10, 14, 25,	....	....	....	4
" Shediac,	" *2, *13, 14, *15, *18, *21, 22,	....	....	....	7
" Westmorland,	" 11,	....	....	....	1
					<hr/> 33

## YORK COUNTY.

Parish of Bright,	Nos. 6½, 7½, *11, 9,	....	....	....	4
" Canterbury,	" 1, 5, 10, 10½, 12, 13, 20, 22, 24,	....	....	....	9
" Douglas,	" *9, 12, *14, 16, 18,	....	....	....	5
" Dumfries,	" *8 (and Prince William), 9,	....	....	....	1
" Kingsclear,	" *7, 9, 12,	....	....	....	3
" Manners-Sutton,	" 7, 9, 10, *11,	....	....	....	4
" New Maryland,	" 1A, *3, 4,	....	....	....	3
" North Lake,	" *13½, 17, 18, 19½,	....	....	....	4
" Prince William,	" 6, 11,	....	....	....	2
" St. Marys,	" 9, 10, 11, 14,	....	....	....	4
" Southampton,	" *8, *10, 12, 13, 14, 16, 17, 18, 19,	....	....	....	10
" Stanley,	" *1½, 2, 4, *10, *13, *14, 16,	....	....	....	7
					<hr/> 56
Total,		....	....	....	<hr/> 594

## Provincial and County Teachers' Institutes.

As many of the New Brunswick teachers wished to attend the meeting of the National Educational Association of the United States which met at Toronto in July last, the Executive Committee of the Provincial Institute decided that it was inexpedient to hold a meeting of the New Brunswick Institute in 1891. Arrangements have, however, been made for holding a meeting of the Institute in the city of St. John on the 28th, 29th and 30th

days of June next. The subjects selected for papers and discussions, with the persons who are expected to present them respectively are as follows:—

"*The Rights and Duties of Citizenship — how can they best be taught in the Public Schools?*" Eldon Mullin, M. A.

"*The Text-Book as a Factor in Education.*" Berton C. Foster, M.A. Discussion to be opened by S. C. Wilbur, B. A.

"*Suggestions how best to carry out a Course of Natural Science, from the Primary to the High School.*" G. U. Hay, Ph. B., and John Brittain.

"*Supplementary Reading adapted to the Needs and Acquirements of Pupils from Grade I to VIII.*" Edward Manning, M. A.

"*Does the present Course of Study in the Lower Grades meet the Requirements as regards the Practical Education of the Majority of the Children?*" W. M. McLean, B.A.

"*The Question of Grading Pupils.*" Wm. Brodie, B. A.

"*Examinations — For entrance to Normal School; for entering and leaving High Schools; for Provincial License of the Grammar School Class and other Classes.*" Mary K. Tibbitts, B. A., Jas. M. Palmer, M. A., James Vroom, and Wm. H. Parlee.

#### EXECUTIVE COMMITTEE FOR 1891-92.

##### MEMBERS EX-OFFICIO.

THE CHIEF SUPERINTENDENT, *President.*

THE CHANCELLOR OF THE PROVINCIAL UNIVERSITY.

THE PRINCIPAL OF THE PROVINCIAL NORMAL SCHOOL.

THE SIX INSPECTORS OF SCHOOLS.

##### ELECTED MEMBERS.

PHILIP COX, M. A., Newcastle.

G. U. HAY, Ph. B., St. John.

S. C. WILBUR, B. A., Moncton.

JAS. M. PALMER, B. A., Fredericton.

WM. H. PARLEE, St. John.

GEO. J. OULTON, B. A., Dorchester.

WM. M. MCLEAN, B. A., St. John.

JAMES BARRY, St. John.

BERTON C. FOSTER, M. A., Fredericton.

SAMUEL W. IRONS, Moncton.

##### SECRETARY-TREASURER,

H. C. CREED, M. A., Fredericton.

County Institutes have been held during the year in Albert, Carleton, Charlotte, Gloucester, Kings, Northumberland, Queens, Restigouche, St. John, Westmorland and York. At these there was an aggregate attendance of 714 teachers. I had the pleasure of attending the Institutes of Albert, Carleton, Charlotte, St. John, Westmorland and York, and was impressed with the educational value of these Associations. The discussions were practical, earnest, suggestive, and could not fail not only to aid the younger and more inexperienced teachers but to awaken enthusiasm and create a professional *esprit de corps* which must tend to elevate and dignify the teacher's office.

I invite attention to several papers read at institutes, which are published in the Appendix. These have not been selected as having more intrinsic,

literary or educational value than many of the other papers read, but as affording a fair indication of the character of the subjects brought before the institutes.

TABLE OF ATTENDANCE AT TEACHERS' INSTITUTES SINCE THEIR FORMATION IN 1881.

Year.	Albert.	Carleton.	Charlotte.	Gloucester.	Kent.	Kings.	Madawaska and Victoria.	Northumberland	Queens.	Restigouche.	Sunbury.	St. John.	Westmorland.	York.
1881, .....	35	69	66	21	30	45	..	44	24	22	124	15	31	57
1882, .....	40	56	55	23	21	40	..	41	27	9	117	21	58	56
1883, .....	31	53	59	32	24	38	..	25	23	16	94	24	68	57
1884, .....	31	42	54	17	29	..	..	51	19	20	..	13	48	59
1885, .....	20	62	..	..	17	..	..	38	22	..	135	..	39	51
1886, .....	19	64	46	41	36	50	..	69	18	15	139	..	52	53
1887, .....	37	57	75	38	34	46	..	48	19	..	146	..	92	78
1888, .....	28	44	47	35	..	30	..	66	14	..	145	..	67	72
1889, .....	35	76	52	61	22	46	23	61	..	..	156	..	81	72
1890, .....	..	67	64	44	24	57	37	67	13	29	156	..	76	64
1891, .....	25	73	95	49	..	50	..	64	16	23	161	..	79	79

#### Dominion and International Teachers' Associations.

The great Educational Convention held in Toronto last July, at which there was an attendance of not less than 15,000 from all parts of the United States and Canada, was of a truly international character. Every Province of the Dominion was represented, and arrangements were made for the frequent interchange of courtesies and comparisons between the educational ideas and methods of the two countries. The next meeting of the Association is to be held at Saratoga Springs, N. Y., July 12—15, 1892. Canadian Managers for the several Provinces have been appointed, and no doubt a multitude of Canadian Teachers will reciprocate the visit of the American Teachers to Toronto in 1891.

A Dominion Association has also been organized, and will probably hold its first convention during the present year. There are many questions of an inter-provincial character, the discussion of which by the educational leaders of the Dominion, cannot fail to be of great interest, and to influence the thought of the country to the advantage of every province. The association will also have a tendency to draw into closer relationship and friendly intimacy the constituent parts of the Dominion, to harmonize and consolidate interests which might otherwise be in danger of conflicting with each other, and to promote in our educational work a loyal spirit of Canadian nationality.

### The Summer School of Science.

Among the numerous educational gatherings of the coming summer, none deserves a more cordial recognition than the *Summer School of Science* for the Atlantic Provinces of Canada. This important and popular institution will open its sixth annual session in the Centennial School, St. John, on the 4th of July next, and will continue daily sessions until the 16th of July.

The following list of subjects to be taken up, and the names of the several lecturers and teachers, will show the wide range and the important character of the instruction given:

Astronomy — Principal Cameron, Yarmouth Academy; Botany — G. U. Hay, A. B., High School, St. John, Nettie Forbes, A. B., Assistant, Yarmouth Academy; Chemistry — Prof. W. W. Andrews, Mount Allison, Sackville; Didactics — Prof. Frank H. Eaton, Boston; Elocution — Miss M. A. Alexander, St. John School of Music; English Literature — Principal A. Cameron, Yarmouth; Geology — Prof. A. E. Coldwell, Acadia College, Wolfville, G. F. Matthew, A. M., F. R. S. C., Associate Lecturer, St. John; Histology and Microscopy — E. J. Lay, Esq., Inspector of Schools, Amherst; Mineralogy — Prof. A. E. Coldwell, Acadia College; Music (Tonic-Sol-Fa) — Miss A. F. Ryan, St. Mary's School Halifax; Physics — E. MacKay, A. B., Principal of Schools New Glasgow; Physiology — Alban F. Emery, M. D., St. John; Psychology — J. B. Hall, Ph.D., Normal School, Truro; Zoology — Prof. Brittain, Normal School, Fredericton.

### Arbor Day.

Arbor Day was celebrated May 15th, in accordance with the following provisions of Reg. 19-2:

*Arbor Day*: With a view of encouraging the improvement and ornamentation of school grounds, and thereby of cultivating, on the part of the pupils, habits of neatness and order, and a taste for the beautiful in nature, the Board of Education makes the following provision:

Teachers are hereby authorized, with the sanction of the Trustees, to set apart any Friday that may be deemed most suitable during the months of May or June for the purpose of improving the school grounds and planting thereon trees, shrubs, and flowers, such day to be known as "Arbor Day," and when duly observed, credit to be given for it as a lawful teaching day. See Remark and Notes under Reg. 13.

Arbor Day will be regarded as duly observed when the following conditions are complied with:

(a) That the Friday in May or June which the Inspector shall from year to year recommend to be observed within his Inspectoral District is set apart as Arbor Day.



(b) That Teachers who observe Arbor Day, make within five days thereafter a report to the Inspector of their District, which report shall state the name and number of the District, the date on which the day was observed, what improvements were made to the School grounds, the number of trees planted, number of shrubs, or number of flower-beds made.

(c) That the Inspector forward to the Chief Superintendent a tabular synopsis of the reports of the Teachers within his Inspectoral District, not later than June 30th.

The following table shows the extent of the work done on that day, which was to many pupils, one of the busiest, most pleasant, and most healthful days of the year :

Inspectoral District.	No. of Districts observing Arbor Day.	No. of Trees.	No. of Shrubs.	No. of Flower-beds.	General Improvement.
No. 1,	75	765	142	113	40
" 2,	63	495	79	87	56
" 3,	65	1022	134	52	63
" 4,	112	738	127	122	68
" 5,	70	959	72	78	69
" 6,	155	1116	78	165	155
Total 1891,	540	5095	632	617	451
" 1890,	436	4040	504	538	337
" 1889,	459	4970	417	403	85
" 1888,	416	6571	650	393	27

#### Appendices.

I beg to direct special attention to the Appendices, in which will be found interesting and instructive reports from the Chancellor of the University of New Brunswick, the Principal of the Normal School, the Inspectors, the Boards of Trustees of cities and incorporated towns, the Principal of the Institution for the Education of the Deaf and Dumb, and the Principal of the Halifax School for the Blind.

It is not necessary that I should refer in detail to each of these reports. They convey a mass of information indicating progress in the several departments represented. This is especially noteworthy in the Reports of the Boards of Trustees of the cities and towns. The energy and zeal brought to bear upon the educational work by the Trustees — busy men actively engaged in the pressing duties of their own private business, indicate the importance attached by shrewd and practical citizens to the work of the schools, and account in a large measure for the success which has been achieved.

It is to be regretted that in one or two of the Inspectoral Districts the illness of the Inspectors, and other causes, have interfered to some extent with a successful supervision of some of the schools, especially in remote districts. Special care will be taken to provide in the future, as far as possible, against these disadvantages. The office of the Inspector is exceedingly important in the satisfactory administration of the School Law. Its duties are arduous and unceasing. Upon the faithfulness, the intelligence, the tact, and the energy of the Inspector depends the efficiency of the service, especially in cases where the inexperience of teachers, or the negligence of trustees, may demand guidance or correction. I am happy to believe that, with the exceptions indicated, no better service could have been rendered than has been rendered by the able, energetic, and conscientious men to whose discriminating reports I direct attention.

In conclusion, permit me to say, that while a general survey of the educational history of our Province during the twenty years which have passed since the introduction of the Free School Law, will afford great cause for gratification to every patriotic citizen in the steady enlargement, the increasing efficiency and the general results of our educational operations; it would be a mistake to suppose that we have attained a position in which there are no defects to be remedied, and from which no advance movement needs to be made. The practical educator will still find ample scope for the exercise of thought and energy, not only in perfecting our educational system within its present lines, but in advancing in new directions as rapidly as financial conditions will justify. Meanwhile, to make the best use of resources within our reach is practical wisdom.

I have the honor to be,

Your Honor's most obedient servant,

JAMES R. INCH,

*Chief Superintendent of Education.*



---

PART II.

---

STATISTICAL TABLES.

---



TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING JUNE 30TH, 1891. PRELIMINARY.

COUNTIES.	SECOND TERM CLOSED 31ST DECEMBER, 1890.				FIRST TERM CLOSED 30TH JUNE, 1891.				YEAR ENDING 30TH JUNE, 1891.			
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Second Term, that were without Schools in the First Term.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	Total No. of different Pupils in attendance at Schools within the year.	
Albert, .....	55	57	1,849	58	58	2,185	421	259	7	9	2,529	
Carleton, .....	136	140	4,107	134	137	4,798	895	364	14	13	5,381	
Charlotte, .....	131	134	4,480	142	147	5,175	734	309	2	11	5,534	
Gloucester, .....	87	95	3,663	83	93	3,701	590	229	9	5	4,508	
Kent, .....	107	168	3,840	94	95	3,709	576	182	17	6	4,655	
Kings, .....	145	153	4,221	145	151	4,737	938	404	16	18	5,589	
Madawaska, .....	42	43	1,574	36	36	1,523	259	80	3	2	1,933	
Northumberland, .....	122	130	4,564	113	121	4,843	958	6	10	1	5,559	
Queens, .....	86	87	2,113	84	86	2,389	399	379	18	18	2,899	
Restigouche, .....	36	38	1,382	35	38	1,401	528	69	2	2	1,695	
Saint John, .....	187	207	8,626	195	220	8,841	1,031	142	3	6	9,811	
Sunbury, .....	38	38	859	34	34	908	177	43	8	4	1,098	
Victoria, .....	34	35	961	42	43	1,282	194	378	7	14	1,538	
Westmorland, .....	174	185	7,473	168	180	7,765	1,088	402	17	11	9,047	
York, .....	177	191	5,910	173	193	6,311	980	236	14	9	7,211	
New Brunswick, .....	1,557	1,641	55,622	1,536	1,632	59,568	9,468	3,482	147	129	68,992	
Cor. Terms, 1889-90, ..	1,565	1,657	56,385	1,517	1,617	58,570	8,373	3,276	158	120	68,523	
Increase, .....	.....	.....	.....	19	15	998	1,095	206	..	9	469	
Decrease, .....	8	16	763	..	..	..	.....	..	11	..	.....	

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1891.

Part One.—The Second Term closed 31st December, 1890.

COUNTIES.	No. of pupils at School this Term.	Proportion of the population at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.				Grand total days' attendance made by the pupils enrolled.	Number daily present on an average during the full Term.	Number daily present on an average during the Session.	Number daily present on an average during the full Term.	Number daily present on an average during the Session.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.				
Albert, .....	1,849	1 in 6.66	6	1,780	63	976	873	97,633	1,042	999	53.48
Charlton, .....	4,107	1 in 5.68	16	3,890	201	1,976	2,131	214,723½	2,371	2,226	54.20
Charlotte, .....	4,480	1 in 5.82	13	4,278	189	2,321	2,159	236,984½	2,804	2,416	53.92
Gloucester, .....	3,663	1 in 5.90	21	3,461	181	1,840	1,823	189,698½	2,101	2,018	55.09
Kent, .....	3,840	1 in 5.88	41	3,694	105	1,908	1,932	208,031	2,170	2,141	55.75
Kings, .....	4,221	1 in 6.06	19	3,962	240	2,162	2,059	209,464	2,235	2,078	49.25
Madawaska, .....	1,574	1 in 5.51	24	1,519	31	751	823	80,585½	860	823	52.28
Northumberland, .....	4,564	1 in 5.51	19	4,434	111	2,337	2,227	260,149½	2,854	2,751	60.27
Queens, .....	2,113	1 in 6.63	9	1,982	122	1,082	1,031	102,619	1,089	1,031	49.26
Restigouche, .....	1,382	1 in 5.10	7	1,327	48	707	675	74,226½	812	778	56.29
Saint John, .....	8,626	1 in 6.14	12	8,297	317	4,193	4,433	538,704	6,170	6,100	70.71
Sunbury, .....	859	1 in 7.74	2	819	38	438	421	39,117	442	379	44.12
Victoria, .....	961	1 in 7.29	39	881	41	484	477	46,137	491	466	48.49
Westmorland, .....	7,473	1 in 5.04	50	7,142	281	3,902	3,571	406,063	4,470	4,299	56.05
York, .....	5,910	1 in 5.14	40	5,659	211	2,887	3,023	325,898	3,601	3,401	57.54
New Brunswick, .....	55,622	1 in 5.77	318	53,125	2,179	27,964	27,658	3,029,384	33,512	31,906	57.36
Cor. Term, 1889, .....	56,385	1 in 5.69	350	53,695	2,340	28,847	27,538	3,150,355½	34,822	32,435	57.52
Increase, .....	763	1 in 421.11	32	570	161	883	120	120,971½	1,310	529	1.26
Decrease, .....											

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30th JUNE, 1891.

Part Two.—The First Term closed 30th June, 1891.

COUNTIES.	No. of pupils at School this term.	Proportion of the population at School this Term (Census of 1881.)	AGE AND SEX OF PUPILS.					Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.					
Albert, .....	2,185	1 in 5.64	4	1,973	208	1,211	974	136,616	1,233	1,079	56.43	49.33
Carleton, .....	4,798	1 in 4.86	25	4,245	528	2,525	2,273	299,511½	2,581	2,311	53.79	48.16
Charlotte, .....	5,175	1 in 5.04	23	4,754	398	2,790	2,385	338,977	3,117	2,640	60.23	51.01
Gloucester, .....	3,701	1 in 5.84	29	3,456	216	1,931	1,770	240,862½	2,019	1,925	54.55	52.01
Kent, .....	3,709	1 in 6.09	23	3,529	157	1,900	1,809	219,406	1,995	1,805	53.78	48.66
Kings, .....	4,737	1 in 5.40	21	4,269	447	2,544	2,193	288,584	2,463	2,248	51.99	47.45
Madawaska, .....	1,523	1 in 5.04	16	1,464	43	767	756	99,231	879	778	57.64	51.08
Northumberland, .....	4,843	1 in 5.20	36	4,575	232	2,586	2,257	330,964	2,753	2,604	56.84	51.70
Queens, .....	2,389	1 in 5.86	7	2,159	223	1,287	1,102	133,598	1,192	1,064	49.89	44.53
Restigouche, .....	1,401	1 in 5.03	2	1,302	97	750	651	96,484½	838	744	59.81	53.04
Saint John, .....	8,841	1 in 5.99	13	8,354	474	4,259	4,572	709,959½	6,041	5,828	68.32	65.92
Sunbury, .....	908	1 in 7.32	2	818	88	503	405	52,646½	466	409	51.32	45.04
Victoria, .....	1,282	1 in 5.46	10	1,178	94	681	601	72,634½	666	558	51.95	43.52
Westmorland, .....	7,765	1 in 4.85	39	7,281	445	4,180	3,585	531,426½	4,537	4,225	58.42	54.41
York, .....	6,311	1 in 4.81	34	5,870	407	3,272	3,039	404,409	3,614	3,098	57.26	49.08
New Brunswick, ...	59,568	1 in 5.39	284	55,227	4,057	31,196	28,372	3,955,310½	34,394	31,216	57.73	52.40
Cor. Term, 1890, ...	58,570	1 in 5.49	291	54,272	4,007	31,053	27,517	3,714,966	32,542	29,864	55.54	50.96
Increase, .....	998	1 in 321.95	7	955	50	143	855	240,344½	1,852	1,352	2.19	1.44
Decrease, .....	...	....	...	...	..	...	....	....	....	....	....	....





TABLE III. Part One.—CONTINUED.

COUNTIES.	FORM.		INDUSTRIAL DRAWING.		PRINT-SCRIPT.		WRITING.		SINGING ("Theory" Optional).																					
	42		43		44		45		46																					
	STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.																					
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.
Albert, .....	398	349	298	319	299	87	47	33	407	358	317	296	175	329	333	230	97	49	33	292	221	214	293	113	42	116	30	36	9	
Carlton, .....	859	728	743	732	487	159	107	75	903	772	699	997	438	729	793	690	192	97	39	445	396	402	391	238	176	36	19	6	...	
Charlotte, .....	996	802	754	770	626	214	157	141	987	822	703	646	377	756	756	690	214	157	141	479	387	404	421	251	98	32	19	13	...	
Gloucester, .....	1370	760	648	401	150	57	36	34	1506	837	493	356	103	697	431	199	52	36	35	1089	693	429	229	104	16	18	38	45	...	
Kent, .....	1352	792	695	467	159	59	55	61	1416	789	694	464	129	748	525	181	66	59	63	941	403	410	291	100	89	36	38	32	...	
Kings, .....	943	796	710	716	561	114	95	112	944	778	677	666	412	730	656	606	131	112	124	479	408	394	376	311	80	38	32	32	...	
Madawaska, .....	535	219	294	92	13	16	12	...	638	253	255	126	16	238	187	26	22	12	...	182	140	70	14	14	12	12	12	88	...	
Northumberland, .....	1160	1036	782	699	397	174	98	112	1133	1052	782	683	338	804	712	378	174	100	112	940	708	493	463	293	127	79	88	88	...	
Queens, .....	471	400	437	330	262	31	4	10	508	440	336	312	158	463	396	298	33	4	16	193	171	143	144	112	6	15	25	6	...	
Restigouche, .....	327	290	217	227	145	50	20	36	321	307	217	180	123	217	231	154	29	28	187	192	192	110	80	6	15	25	6	...		
Saint John, .....	1819	1476	1248	1178	1065	640	590	322	1817	1479	1224	1137	977	1227	1200	1006	649	590	322	1057	1332	1100	1002	920	639	561	259	259	...	
Sunbury, .....	184	170	157	168	89	10	14	12	192	167	155	150	94	164	171	102	10	14	12	94	86	91	85	1	1	7	83	96	...	
Victoria, .....	294	178	190	150	76	19	16	18	269	178	186	145	41	179	152	79	19	16	18	151	112	102	75	51	19	7	83	96	...	
Westmorland, .....	1922	1403	1274	939	653	270	187	332	2018	1496	1303	997	504	1473	1056	721	231	104	138	1173	810	738	567	389	190	1	154	22	83	...
York, .....	1270	1023	1019	910	650	191	108	90	1982	1101	1035	812	526	1097	957	686	209	159	100	898	671	697	696	439	156	47	51	15	...	
New Brunswick, .....	13844	10412	9276	8108	5487	2100	1554	1364	14310	10834	9104	7696	4401	9886	8544	5796	2199	1628	1181	8751	6532	5654	5044	13473	1	1549	1	1054	22	898
Cor. Term, 1889, .....	13246	9952	9250	8022	4838	2209	1404	1054	14384	10923	9295	7517	3696	10303	8711	5345	2421	1636	1243	8189	5999	5370	4709	2819	23	1398	25	825	29	556
Increase, .....	598	490	76	176	640	...	150	310	...	...	...	...	...	...	...	450	...	...	...	562	583	494	...	...	101	...	239	...	142	36
Decrease, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE III. Part One.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.								GEOGRAPHY.								TEMPERANCE TEACHINGS OF SCIENCE.														
	47								50								51														
	STANDARD.								STANDARD.								STANDARD.														
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII							
Albert,.....	446	349	323	328	219	91	46	33	36	29	50	32	334	314	330	333	217	98	49	33	307	265	277	235	178	75	50	51	39	25	
Carleton,.....	934	772	729	788	532	174	90	66	81	45	145	68	575	695	695	731	542	196	97	75	504	439	504	590	332	135	177	145	72	56	
Charlotte,.....	1004	822	765	783	628	214	137	141	153	141	153	141	790	719	767	734	626	214	157	141	744	639	571	606	444	196	159	146	134	130	
Gloucester,.....	1506	846	560	416	153	60	30	36	28	25	28	34	1178	740	538	398	149	56	36	36	878	533	344	204	107	88	40	42	18	23	
Kent,.....	1477	826	675	478	108	63	57	61	45	46	54	51	1067	703	646	490	156	57	61	1111	632	544	414	129	143	60	45	56	47		
King's,.....	956	802	707	750	580	137	102	113	114	104	120	96	690	676	695	758	579	127	109	124	702	665	561	591	439	155	211	82	74	88	
Madawaska,.....	685	291	285	135	20	17	12	5	555	230	235	109	17	12	12	12	12	12	12	12	253	95	98	66	9	23	19	12	12		
Northumberland,.....	1205	1062	798	711	378	174	100	112	100	110	102	112	1023	872	730	709	378	174	100	111	790	721	660	575	264	237	120	152	94	83	
Queens,.....	531	442	453	396	298	33	4	16	22	13	17	13	353	341	449	393	368	33	4	16	349	333	353	337	177	103	92	17	4	14	
Restigouche,.....	343	308	218	232	154	50	20	28	35	33	36	37	275	222	222	151	50	29	36	136	137	101	139	89	87	63	17	4	14	11	
Saint John,.....	1830	1473	1237	1195	1093	649	500	322	569	312	595	322	1730	1423	1233	1770	1004	649	590	922	1695	1351	1167	1135	974	105	90	634	563	312	
Sunbury,.....	189	174	156	176	96	10	14	13	7	6	20	12	116	142	149	171	94	10	14	12	139	145	142	150	64	84	33	1	4	8	
Victoria,.....	273	182	206	157	79	19	16	13	1	1	7	14	251	180	200	154	77	19	16	17	277	132	171	105	37	36	28	1	4	8	
Westmorland,.....	1045	1491	1316	1043	709	319	189	137	136	125	104	104	1453	1273	1277	1003	705	300	133	133	1532	1190	1038	896	531	216	192	172	45	53	
York,.....	1383	1120	1082	950	695	200	159	100	139	97	62	43	929	905	1055	949	635	269	159	100	929	776	890	693	528	137	211	162	66	40	
New Brunswick,.....	13627	10950	9510	8538	5691	2210	1604	1200	1394	1055	1193	1033	11325	9558	9275	8436	5696	2105	1619	1217	10317	8093	7427	6842	4342	1847	1739	1678	1135	890	
Cor. Term, 1889,.....	14721	11068	9878	8519	5136	2361	1691	1247	1187	1006	1678	1139	10361	9590	9378	8318	4806	2354	1653	1224	7921	6165	5784	5979	3312	1165	763	1492	1028	369	
Increase,.....	...	143	368	...	19	555	...	...	207	49	...	...	474	...	32	308	...	890	...	169	...	2396	1028	1643	863	1030	682	966	276	157	21
Decrease,.....	584	...	...	...	...	...	...	...	...	...	85	56	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

\*In Country Districts Only.

TABLE III. Part One.—CONTINUED.

COUNTIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.										Color.		AGRICULTURE.		PHYSICS, (Oral.)		PHYSIOLOGY, (Oral.)		LATIN, (Optional.)		FRENCH, (Optional.)	
	52										53		54		55		56		57		58	
	STANDARD.										STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.	
	I	II	III	IV	V	VI	VII	VIII			I	II	III	IV	V	VI	VII	VIII	VII	VIII	VII	VIII
Albert,.....	348	330	314	330	217	97	49	32	332	259	251	234	185	198	119	77	45	33	33	..	..	..
Carleton,.....	646	664	657	728	533	169	94	75	734	620	457	481	304	299	269	204	92	75	42	49	..	..
Charlotte,.....	796	762	758	759	618	210	157	141	900	723	585	581	274	336	271	150	101	105	13	26	..	..
Gloucester,.....	1178	740	538	398	149	55	36	36	1180	704	428	327	322	212	73	56	36	36	..	..	44	25
Kent,.....	1198	720	642	472	180	59	56	61	1243	653	517	349	402	345	96	62	53	51	6	8	130	..
Kings,.....	780	706	692	742	557	101	83	95	814	646	507	521	336	396	354	128	114	105	11	21	..	..
Madawaska,.....	510	209	216	90	8	14	12	..	363	145	122	70	117	42	5	14	12	..	12	..	109	8
Northumberland	1045	978	769	698	374	174	99	111	1137	975	634	496	358	354	159	171	99	111	21	48	5	12
Queens,.....	393	399	408	400	250	38	4	16	421	361	316	253	227	282	214	25	4	14	6	8	..	..
Restigouche,.....	242	244	214	216	151	50	29	36	272	263	184	119	56	110	94	49	29	36	21	..	..	..
Saint John,.....	1807	1456	1231	1184	1006	648	590	322	1800	1407	1182	1092	159	194	75	605	543	306	3	14	41	3
Sunbury,.....	120	156	146	146	81	9	14	12	160	150	120	106	104	101	56	28	21	6	3	..	..	..
Victoria,.....	254	180	193	149	78	19	16	18	220	149	128	89	123	107	41	19	16	18	5	4	..	..
Westmorland,...	1701	1338	1191	1010	654	264	176	135	1716	1247	1040	674	609	433	235	177	173	126	17	14	178	31
York,.....	1020	955	934	863	713	167	130	80	973	799	685	498	349	418	336	156	112	60	84	62	..	..
N. Brunswick,	12044	9837	8903	8185	5569	2074	1545	1170	12274	9101	7126	5890	3915	3927	2387	1921	1450	1082	219	275	507	79
Cor. Term, 1889	10984	9283	8899	7908	4764	2091	1364	1135	10617	8114	6575	5516	2629	2603	1419	2004	1360	1069	554	515	304	216
Increase,.....	1060	554	4	277	805	..	181	35	1657	987	551	374	1286	1224	968	..	90	13	..	..	203	..
Decrease,.....	..	..	..	..	..	17	..	..	..	..	..	..	..	..	..	83	..	..	335	270	..	137

\* In Country Districts.



TABLE III. Part Two.—CONTINUED.

COUNTIES.	INDUSTRIAL DRAWING.			PAINT-SCRIPT.			WRITING.			SINKING ("Theory" Optional).																							
	43			44			45			46																							
	STANDARD.			STANDARD.			STANDARD.			STANDARD.																							
	I	II		I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	Note.	Note.	Note.	Note.										
Albert, .....	415	361	395	365	205	103	78	52	461	413	330	337	211	404	408	269	109	91	55	929	199	192	214	104	48	28	28	82	..				
Carlisle, .....	851	725	790	967	812	138	124	75	923	704	800	902	741	793	943	853	295	135	86	477	417	434	403	380	147	83	83	53	..				
Charlotte, .....	1989	872	890	937	725	247	153	144	1098	880	803	827	480	835	916	739	246	133	143	549	434	487	486	267	75	30	30	15	..				
Gloucester, .....	1233	709	676	501	196	66	41	32	1316	812	634	459	459	689	533	220	67	41	92	823	494	475	270	121	42	31	31	13	..				
Kent, .....	1139	736	655	406	210	71	66	53	1214	752	613	476	174	718	505	224	74	66	53	623	515	482	263	127	29	44	44	41	..				
Kings, .....	891	761	829	865	730	114	72	116	901	783	746	779	596	848	930	824	144	105	155	456	406	487	524	392	87	17	17	51	..				
Madawaska, .....	447	284	218	83	24	10	14	...	594	285	249	89	24	347	134	25	10	14	14	304	431	137	47	14	10	14	14	14	..				
Northumberland, .....	1578	1024	824	824	532	214	139	131	1171	1022	810	781	491	836	735	553	212	139	131	846	714	611	567	364	165	75	75	77	..				
Queens, .....	526	377	515	568	293	20	6	8	545	391	434	439	214	486	561	319	119	6	135	189	129	147	158	135	6	6	6	4	..				
Restigouche, .....	255	301	280	225	176	73	27	39	297	291	255	294	139	263	245	179	76	99	39	138	179	123	114	98	45	45	45	4	..				
Saint John, .....	2154	1626	1236	1369	1045	637	534	251	2150	1622	1259	1266	986	1245	1309	1036	645	548	231	2023	1603	1117	1211	98	602	501	501	296	..				
Sunbury, .....	158	118	156	222	109	15	18	19	167	131	150	203	79	160	229	112	17	18	28	109	87	101	116	48	45	45	45	9	..				
Victoria, .....	298	222	231	234	111	8	15	14	319	233	267	219	81	254	267	141	11	20	39	144	112	135	106	44	8	12	12	12	..				
Westmorland, .....	1896	1417	1313	1117	774	270	222	117	1958	1474	1296	1088	797	1438	1218	930	233	268	131	1038	896	834	677	8	517	150	6	143	21	104	4	..	
York, .....	1255	1191	1044	1161	899	208	172	106	1270	1150	981	1013	651	1068	1234	898	237	191	111	847	702	636	704	487	110	71	28	39	15	..			
New Brunswick, .....	14069	10629	9949	9847	67	43	244	1681	1187	14324	11003	9636	9082	6123	10397	10220	7319	2965	1829	8757	6358	6348	5949	8	4693	50	1642	6	1049	49	716	19	..
Cor. Term, 1890, .....	13240	10086	10142	9435	9968	2144	1024	1107	14076	10729	10045	8754	5069	10820	9839	6679	2290	1740	1177	8327	6023	6013	5250	3900	22	1333	26	1001	36	636	23	..	
Increase, .....	829	543	...	412	675	100	57	89	248	274	...	328	1054	...	251	640	75	89	114	460	935	335	609	8	493	28	209	...	48	13	80	..	..
Decrease, .....	...	...	193	...	...	...	...	...	...	409	...	...	...	423	...	...	...	...	...	...	...	...	...	...	...	...	...	20	...	...	4	..	..

TABLE III. Part Two.—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.										GEOGRAPHY.		TEMPERANCE TEACHINGS OF SCIENCE.									
	47										50		51									
	STANDARD.										STANDARD.		ORAL STANDARD.								TEXT-BOOK STANDARD.	
	I	II	III	IV	V	VI	VII	VIII	STAND- ARD.	VII	VIII	STAND- ARD.	I	II	III	IV	V	VI	VII	VIII	I	II
Albert, .....	464	431	352	413	258	119	91	55	21	44	37	52	328	351	802	802	802	802	802	802	802	802
Carlisle, .....	835	777	839	978	828	206	135	93	163	87	188	80	687	684	802	802	802	802	802	802	802	802
Charlotte, .....	1076	885	975	972	727	247	153	144	124	132	104	111	907	816	881	881	881	881	881	881	881	881
Gloucester, .....	1313	807	656	512	213	67	41	32	46	32	42	31	967	664	640	640	640	640	640	640	640	640
Kent, .....	1279	797	676	503	217	71	66	53	43	47	61	49	904	683	635	635	635	635	635	635	635	635
Kings, .....	961	801	851	912	807	139	110	168	96	118	109	128	638	646	820	820	820	820	820	820	820	820
Madawaska, .....	615	306	293	112	27	10	14	14	14	14	14	14	405	232	244	244	244	244	244	244	244	244
Northumberland, .....	1198	1024	832	835	541	214	139	131	141	127	143	128	970	960	830	830	830	830	830	830	830	830
Queens, .....	548	385	400	566	327	20	6	9	35	13	42	13	317	340	400	400	400	400	400	400	400	400
Restigouche, .....	263	272	250	246	175	76	29	39	40	44	33	43	202	242	243	243	243	243	243	243	243	243
St. John, .....	2162	1630	1239	1304	1044	600	555	299	559	296	566	297	2033	1566	1230	1230	1230	1230	1230	1230	1230	1230
Sunbury, .....	166	128	160	232	114	15	18	28	18	27	22	31	116	106	157	157	157	157	157	157	157	157
Victoria, .....	322	230	328	249	132	8	20	26	12	15	3	20	243	211	294	294	294	294	294	294	294	294
Westmorland, .....	1968	1471	1304	1161	929	304	271	129	134	127	1262	1141	899	303	271	131	131	131	131	131	131	131
York, .....	1304	1158	1060	1249	836	231	199	111	211	108	228	110	857	970	1037	1226	842	238	197	89	89	89
New Brunswick, .....	14567	11062	10384	10252	7170	2387	1347	1317	1712	1250	1763	1219	11015	9749	9911	10080	7161	2271	1832	1291	1291	1291
Cor. Term, 1890, .....	14373	10618	10443	9851	6623	2287	1731	1172	1601	1061	1714	1193	10820	9368	10100	9506	6515	2271	1735	1181	1181	1181
Increase, .....	194	274	119	401	556	100	116	145	151	189	49	26	196	356	.....	514	643	.....	97	110	110	110
Decrease, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.										COLOR.				AGRICUL- TURE.	PHYSICS. (Oral.)		PHYSI- OLOGY. (Oral.)	LATIN. (Optional)		FRENCH. (Optional)						
	52										53					54			55			56		57		58	
	STANDARD.										STANDARD.					STANDARD.			STANDARD.			STANDARD.		STANDARD.		STANDARD.	
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	*III*IV	*V	VI	VII	VIII	VIII	VII	VIII	VII	VIII	VII	VIII			
Albert, .....	407	388	348	395	203	73	66	62	331	323	223	220	205	229	128	79	71	52	54	..	30	40	..	..			
Charlton, .....	693	863	757	897	804	206	134	89	761	633	602	612	361	454	507	207	130	137	133	..	44	..	..	..			
Charlotte, .....	940	862	873	945	718	240	152	143	946	783	683	708	369	500	373	146	132	135	114	..	..	..	..	..			
Gloucester, .....	1270	721	334	496	213	67	41	32	1127	696	504	376	364	310	131	59	41	32	32	..	..	..	..	..			
Kent, .....	1078	736	631	468	216	61	66	53	1098	635	530	358	408	269	131	63	62	50	39	..	..	..	..	..			
Kings, .....	735	696	831	887	787	148	87	171	725	621	607	601	344	458	580	132	99	138	150	..	..	..	..	..			
Madawaska, .....	390	245	187	95	21	10	14	..	353	234	158	63	112	45	7	13	14	..	14	..	..	..	..	..			
Northumberland, .....	1060	1003	823	825	538	214	139	131	984	840	734	604	422	450	269	180	125	131	91	..	20	33	3	24			
Queens, .....	418	347	462	544	303	16	6	9	453	320	359	393	291	382	230	54	7	13	49	..	9	..	..	..			
Restigouche, .....	225	256	256	225	176	76	29	39	252	283	231	153	82	116	77	92	45	39	22	..	24	..	..	..			
Saint John, .....	2094	1591	1233	1295	1038	660	555	290	2130	1598	1178	1173	122	138	104	638	551	297	297	..	3	6	..	..			
Sunbury, .....	149	112	151	200	96	15	18	24	142	99	124	125	112	129	87	4	18	27	21	..	8	2	9	..			
Victoria, .....	250	208	239	228	119	8	20	26	256	164	178	133	137	123	67	6	20	24	26	..	3	6	..	..			
Westmorland, .....	1415	1323	1216	1092	823	271	254	127	1550	1304	1052	728	591	515	303	257	217	104	137	..	38	56	64	45			
York, .....	924	972	976	1133	761	235	187	106	921	850	757	798	372	559	428	208	181	103	170	..	96	56	..	..			
New Brunswick, .....	12048	10143	9413	9725	6816	2300	1768	1311	12031	9377	7920	7045	4292	4677	3422	2138	1713	1242	1335	..	250	298	213	111			
Cor. Term, 1890, .....	11275	9377	9708	9186	6125	2079	1621	1145	11601	8836	7958	6658	4441	4487	2949	2134	1571	1088	1243	..	513	557	436	80			
Increase, .....	773	766	...	539	691	221	147	166	430	541	...	38	149	190	473	4	142	154	92	..	...	...	...	31			
Decrease, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	263	259	223			

\* In Country Districts only.



TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1891.

Part One.—The Second Term Closed 31st December, 1890.

COUNTIES.	Grammar School Teachers.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No of ASSISTANTS.		Total number of Teachers employed this Term.
		CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
		I	II	III	I	II	III								
Albert, .....	1	6	3	5	4	31	7	15	42	57	57	..	..	..	57
Carleton, .....	1	8	13	4	10	57	46	26	113	139	139	..	..	1	140
Charlotte, .....	1	12	7	3	14	67	28	23	109	132	132	..	..	2	134
Gloucester, .....	1	3	5	15	..	15	50	24	65	89	80	9	2	4	95
Kent, .....	1	6	4	14	1	28	53	25	82	107	95	12	..	1	108
Kings, .....	1	13	19	5	13	77	21	38	111	149	149	..	1	3	153
Madawaska, .....	..	1	..	6	..	..	36	7	36	43	20	23	..	..	43
Northumberland, .....	1	4	5	7	6	73	30	17	109	126	125	1	..	4	130
Queens, .....	1	5	23	10	1	35	12	39	48	87	87	..	..	..	87
Restigouche, .....	1	2	1	..	4	20	8	4	32	36	36	..	1	1	38
Saint John, .....	1	24	11	3	65	74	19	39	158	197	197	..	1	9	207
Sunbury, .....	..	2	5	2	2	17	10	9	29	38	38	..	..	..	38
Victoria, .....	1	3	3	1	..	19	8	8	27	35	34	1	..	..	35
Westmorland, .....	1	14	28	25	22	53	38	68	113	181	177	4	..	4	185
York, .....	1	16	15	4	18	88	43	36	149	185	185	..	1	5	191
New Brunswick, .....	13	119	142	104	160	654	409	378	1223	1601	1551	50	6	34	1641
Cor. Term, 1889, .....	13	113	162	108	166	670	380	396	1216	1612	1565	47	2	43	1657
Increase, .....	..	6	..	..	..	..	29	..	7	..	..	3	4	..	..
Decrease, .....	..	..	20	4	..	16	..	18	..	11	14	..	..	9	16

TABLE IV.—Part Two.—First Term Closed 30th June, 1891.

COUNTIES.	Grammar School Teachers.	MALES.			FEMALES.			TOTAL.			Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
		CLASS.			CLASS.			Male.	Female.	Both.		Male.	Female.	
		I	II	III	I	II	III							
Albert,.....	1	6	5	6	4	26	10	18	40	58	53	5	..	58
Carleton,.....	1	8	14	2	10	63	39	25	112	137	135	2	..	137
Charlotte,.....	1	15	12	2	11	69	35	30	115	145	140	5	..	147
Gloucester,.....	1	3	4	18	..	13	47	26	60	86	80	6	3	93
Kent,.....	1	5	6	10	2	17	53	22	72	94	88	6	..	95
Kings,.....	1	12	19	5	14	70	27	37	111	148	145	3	1	151
Madawaska,.....	..	..	..	3	..	..	33	3	33	36	19	17	..	36
Northumberland,.....	1	7	5	5	4	64	31	18	99	117	116	1	4	121
Queens,.....	1	2	23	13	4	30	12	39	46	85	83	2	..	86
Restigouche,.....	1	2	1	..	4	19	9	4	32	36	35	1	1	38
Saint John,.....	1	24	11	4	64	82	24	40	170	210	210	..	..	220
Sunbury,.....	1	1	3	1	1	19	8	6	28	34	33	1	..	34
Victoria,.....	1	2	4	2	1	18	15	9	34	43	38	5	..	43
Westmorland,.....	1	11	24	27	25	47	39	63	111	174	169	5	1	180
York,.....	1	12	15	4	20	82	53	32	155	187	177	10	1	193
New Brunswick,.....	14	110	146	102	164	619	435	372	1218	1590	1521	69	7	1632
Cor. Term, 1890,.....	12	110	163	109	152	634	393	394	1179	1573	1526	47	4	1617
Increase,.....	2	....	....	....	12	....	42	....	39	17	....	22	3	15
Decrease,.....	..	17	7	..	....	15	....	22	....	....	5	....	5	....

TABLE V.—PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1891.  
Part One.—*The Second Term closed 31st December, 1890.*

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																			
	MALE TEACHERS, 1ST CLASS.																			
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this term.	No. of Teachers whose period of service is not reported.	No. of Teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.	No. upwards of 5 years employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	
Albert, .....	33	16	6	2	21	1	1	1	2	1	3	1	1	1	1	2	1	2	4	2
Carleton, .....	76	45	16	2	54	1	1	1	2	1	8	1	1	1	1	2	1	2	4	4
Charlotte, .....	67	48	15	2	50	1	1	2	1	1	7	2	1	1	2	3	1	1	5	5
Gloucester, .....	57	13	15	4	35	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1
Kent, .....	64	32	11	1	49	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1
Kings, .....	64	55	26	4	51	2	1	2	2	3	7	1	1	1	2	4	1	1	6	6
Madawaska, .....	11	9	22	1	32	1	1	1	1	1	3	1	1	1	1	1	1	1	3	3
Northumberland, .....	76	33	13	4	34	1	1	2	1	1	4	1	1	1	2	1	2	1	1	1
Queens, .....	44	30	12	1	30	1	1	1	1	1	4	1	1	1	3	7	9	45	2	2
Restigouche, .....	22	9	5	1	18	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1
Saint John, .....	153	18	10	16	25	1	1	1	1	1	20	1	1	1	3	7	9	45	1	1
Sunbury, .....	22	11	5	...	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria, .....	14	16	4	1	9	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
Westmorland, .....	116	42	15	8	62	1	1	1	1	1	8	1	1	1	1	4	7	4	5	5
York, .....	100	52	25	8	37	1	1	1	2	1	10	1	1	1	1	1	4	4	8	8
New Brunswick, .....	919	429	200	53	519	5	...	7	6	14	86	6	3	8	11	28	21	83	83	83
Cor. Term, 1889, .....	1001	371	183	57	581	3	...	4	9	12	82	7	1	8	7	32	28	83	83	83
Increase, .....	58	17	...	4	...	2	...	3	...	2	4	1	2	4	...	4	...	...	...	...
Decrease, .....	82	...	...	...	62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE V. Part Two.—The First Term Closed 30th June, 1891.

COUNTRIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.											
	MALE TEACHERS, 1ST CLASS.							FEMALE TEACHERS, 1ST CLASS.				
	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert, .....	25	27	5	1	20	..	..	1	1	..	1	2
Carleton, .....	69	58	6	4	49	..	..	..	1	1	1	7
Charlotte, .....	87	49	7	2	48	1	1	2	3	3	..	5
Gloucester, .....	48	30	4	4	33	..	..	..	..	..	..	..
Kent, .....	65	19	10	..	42	..	..	..	..	..	..	..
Kings, .....	82	58	3	5	48	..	..	1	..	4	..	8
Madawaska, .....	9	11	16	..	28	..	..	..	..	..	..	..
Northumberland, .....	84	27	2	4	32	..	..	..	2	1	1	3
Queens, .....	50	29	5	1	28	..	..	..	1	..	1	2
Restigouche, .....	25	9	1	1	14	..	..	..	..	1	1	2
Saint John, .....	168	23	2	17	33	..	..	1	2	6	9	44
Sunbury, .....	20	13	1	..	14	..	..	1	..	..	..	1
Victoria, .....	19	19	4	1	13	..	..	1	2	9	5	6
Westmorland, .....	109	50	9	6	46	..	..	1	2	3	7	9
York, .....	107	52	12	16	60	..	..	1	1	2	..	..
New Brunswick, .....	967	474	87	62	508	1	..	9	5	13	14	82
Cor. Term, 1890, .....	1005	453	52	63	491	..	..	6	6	12	15	83
Increase, .....	..	21	35	..	17	1	..	3	..	1	..	..
Decrease, .....	38	..	..	1	..	..	..	..	7	..	1	1

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND-CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1891.

COUNTIES.	DURING THE TERM CLOSED 31st DECEMBER, 1890.										DURING THE TERM CLOSED 30th JUNE, 1891.										
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.
Albert.....	1	...	1	...	...	6	6	...	...	1	1	1	2	...	...	...	1	6	8	7	4
Carleton.....	2	...	2	...	3	13	19	...	1	1	4	3	3	...	2	3	6	7	14	19	12
Charlotte.....	...	...	1	...	2	10	13	...	1	...	...	7	1	3	...	10	1	5	23	12	18
Gloucester.....	...	...	...	...	6	4	7	...	...	...	...	1	...	3	...	3	...	2	5	2	3
Kent.....	...	...	1	...	6	9	9	...	...	...	...	2	...	4	...	1	...	...	5	4	7
Kings.....	4	...	1	1	3	16	17	...	1	4	1	3	2	8	...	9	8	3	13	13	19
Madawaska.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N'umberland.....	1	...	...	...	1	13	21	...	...	...	...	1	...	4	...	6	4	7	17	12	18
Queens.....	1	...	3	1	7	9	5	...	1	1	4	5	4	8	...	1	4	3	11	4	6
Restigouche.....	...	...	...	...	...	3	1	...	...	...	...	1	...	...	...	...	4	3	6	4	2
St. John.....	...	...	...	...	...	16	30	...	...	...	...	1	...	10	...	1	6	7	20	15	33
Sunbury.....	1	...	...	...	1	4	4	...	...	...	...	3	...	3	...	1	3	2	4	5	5
Victoria.....	...	...	1	...	...	6	6	...	...	1	1	...	1	3	...	1	1	...	4	7	6
Westmorland.....	2	1	5	2	5	11	10	...	...	2	6	2	3	11	...	3	4	...	8	14	13
York.....	2	...	2	1	4	18	21	...	...	2	2	2	...	6	...	3	7	10	18	18	25
N. Brunswick	14	1	16	11	28	142	148	...	1	12	10	28	20	64	5	41	49	65	153	135	171
Cor. yr. 89-'90	18	1	7	15	35	139	141	...	3	20	9	44	20	66	4	7	67	83	185	139	149
Increase.....	...	...	9	4	7	3	7	...	...	...	10	16	...	2	1	34	14	18	32	...	4
Decrease.....	4	...	...	...	...	...	...	...	1	8	...	...	...	...	...	...	...	...	...	...	...

TABLE VI.—PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1891.

COUNTIES.	THE SECOND TERM CLOSED 31st DECEMBER, 1890.										THE FIRST TERM CLOSED 30th JUNE, 1891.									
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 97 days.	Total in session less than 97 days.	No. in session the full term of 97 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 125 days.	No. in session the full term of 125 days.	Average days schools in session during the Term.	Aggregate number of days schools open during the Term.					
Albert, .....	55	5	22	27	28	93.	5,114	58	9	5	14	19	25	109.4	6,348½					
Carleton, .....	136	15	60	75	61	91.1	12,390	134	15	11	26	60	48	111.9	14,997½					
Charlotte, .....	131	47	27	74	57	83.6	10,953	142	30	11	41	62	39	105.9	15,034½					
Gloucester, .....	87	9	30	39	48	93.2	8,108	83	3	2	5	39	39	119.15	9,890½					
Kent, .....	107	1	28	29	78	95.7	10,247	94	11	3	14	37	43	113.1	10,635½					
Kings, .....	145	19	44	63	82	90.2	13,082½	145	13	6	19	62	64	114.1	16,547					
Madawaska, .....	42	3	8	11	31	92.9	3,901½	36	4	5	9	24	3	110.7	3,984					
Northumberland, .....	122	7	61	68	54	93.5	11,409	113	13	4	17	57	39	113.7	12,850					
Queens, .....	86	10	28	38	48	91.8	7,898	84	13	2	15	31	38	111.5	9,370					
Restigouche, .....	36	1	19	20	16	92.9	3,343	35	5	2	7	15	13	111.03	3,886					
Saint John, .....	187	2	29	31	156	96.9	17,937½	195	10	.	10	37	148	120.6	23,523					
Sunbury, .....	38	9	14	23	15	83.1	3,158½	34	4	5	9	13	12	109.8	3,734					
Victoria, .....	34	2	11	13	21	92.1	3,131	42	8	6	14	10	18	104.8	4,393½					
Westmorland, .....	174	8	69	77	97	93.3	16,233	168	6	13	19	72	77	116.4	19,558					
York, .....	177	18	58	76	101	91.6	16,220	173	32	8	40	89	44	107.18	18,542					
New Brunswick, .....	1557	156	508	664	993	91.93	143,131	1536	176	83	259	627	650	112.8	173,300					
Cor. Term, 1889-90, .....	1565	190	511	701	864	91.05	142,467½	1517	143	52	195	758	564	113.59	172,314½					
Increase, .....	8	34	.....	.....	29	.88	643½	19	33	31	64	.....	86	.....	985½					
Decrease, .....	.....	.....	3	37	.....	.....	.....	.....	.....	.....	.....	131	.....	.79	.....					

\* In the Second Term there were 87 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is raised to the basis of 97 days.

\* In the First Term there were 123 teaching days in St. John and 125 days in other cities and incorporated towns, and 125 days in other districts. The former is raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1891.

COUNTIES.	THE SECOND TERM CLOSED 31ST DECEMBER, 1890.										THE FIRST TERM CLOSED 30TH JUNE, 1891.									
	VISITS.					EXAMINATIONS.					VISITS.					EXAMINATIONS.				
	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.
Albert, .....	143	...	...	12	26	459	41	14	6	\$ 4 45	143	...	...	12	26	459	41	14	6	\$ 4 45
Carleton, .....	259	108	4	18	111	887	89	47	41	24 11	259	108	4	18	111	887	89	47	41	24 11
Charlotte, .....	387	50	9	64	102	1030	102	20	5	3 25	387	50	9	64	102	1030	102	20	5	3 25
Gloucester, .....	356	55	3	58	81	854	62	25	12	4 53	356	55	3	58	81	854	62	25	12	4 53
Kent, .....	378	53	4	41	105	831	88	19	29	7 20	378	53	4	41	105	831	88	19	29	7 20
Kings, .....	389	82	...	32	80	1261	121	24	27	17 69	389	82	...	32	80	1261	121	24	27	17 69
Madawaska, .....	152	45	1	33	61	456	37	5	10	2 85	152	45	1	33	61	456	37	5	10	2 85
Northumberland, .....	338	70	3	112	94	1034	104	18	34	11 50	338	70	3	112	94	1034	104	18	34	11 50
Queens, .....	205	75	1	19	64	738	66	20	10	5 20	205	75	1	19	64	738	66	20	10	5 20
Restigouche, .....	80	27	2	19	19	238	27	9	4	1 40	80	27	2	19	19	238	27	9	4	1 40
Saint John, .....	1195	123	22	256	203	2342	187	...	25	11 30	1195	123	22	256	203	2342	186	...	*207	114 30
Sunbury, .....	76	24	...	5	4	181	26	12	1	1 00	76	24	...	5	4	181	26	12	1	1 00
Victoria, .....	86	21	4	11	14	202	26	8	1	30	86	21	4	11	14	202	26	8	1	30
Westmorland, .....	665	90	16	112	103	1903	161	13	26	11 70	665	90	16	112	103	1903	157	11	38	25 45
York, .....	369	123	2	44	56	1204	148	29	35	25 15	369	123	2	44	56	1204	145	28	33	27 50
New Brunswick, .....	5108	946	71	836	1183	13690	1285	272	257	\$131 65	5108	946	71	836	1183	13690	1384	152	421	\$241 47
Cor. Term, '89-'90.	5582	808	48	784	1160	13961	1391	174	281	145 04	5582	808	48	784	1160	13961	1353	164	698	436 91
Increase, .....	...	138	23	52	23	...	...	98	...	...	...	...	...	...	...	...	31	...	...	...
Decrease, .....	474	...	...	...	...	271	106	...	24	\$13 39	474	...	...	...	...	600	...	12	278	\$136 44

\* No value given for 100 prizes.

TABLE VIII. PUBLIC SCHOOLS : AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1891.  
FROM THE RATES PAID IN THE TERM ENDED 30TH, 1891.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert, .....	\$414.30	\$303.00	\$212.66	\$252.50	\$218.34	\$185.00
Carleton, .....	430.55	304.15	216.00	286.11	219.96	191.10
Charlotte, .....	513.80	337.16	291.00	316.36	257.11	212.40
Gloucester, .....	522.50	325.50	250.82	.....	217.15	193.80
Kent, .....	435.00	268.83	208.20	210.00	224.23	190.83
Kings, .....	401.53	260.57	219.80	353.21	219.34	181.50
Madawaska, .....	.....	.....	233.33	.....	.....	174.15
Northumberland, .....	564.16	303.00	208.00	297.50	235.04	191.83
Queens, .....	370.00	262.17	209.30	260.00	204.82	177.25
Restigouche, .....	535.00	258.00	.....	306.25	227.05	188.55
Saint John, .....	804.00	510.27	243.50	378.98	289.12	209.73
Sunbury, .....	385.00	261.33	201.00	350.00	198.36	170.00
Victoria, .....	381.66	256.75	233.50	300.00	217.88	175.33
Westmorland, .....	510.83	311.75	238.11	325.60	235.60	196.12
York, .....	555.00	297.66	238.50	318.66	229.12	183.75
New Brunswick, .....	\$544.17	\$307.27	\$230.12	\$331.25	\$235.97	\$195.92
Cor. Term, ended June, 1890, .....	520.06	312.15	231.15	338.15	229.73	192.84
Increase, .....	\$ 24.11	\$ .....	\$ .....	\$ .....	\$ 6.24	\$ 3.08
Decrease, .....	.....	\$ 4.88	\$ 1.03	\$ 6.90	.....	.....



TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF THE PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31ST, 1891.

COUNTIES.	FOR SECOND TERM ENDED DECEMBER 31ST, 1890.				FOR FIRST TERM ENDED JUNE 30TH, 1891.				FOR THE YEAR.	
	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in Districts [in Column I.]	Total	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in Districts [in Column I.]	Total.
Albert, .....	\$2,254 74	\$374 35	\$171 39	\$175 95	\$2,800 48	\$2,130 98	\$375 00	\$172 20	\$157 31	\$2,678 16
Carleton, .....	5,173 48	423 55	173 01	186 85	5,840 04	4,909 96	500 00	175 00	154 97	5,584 96
Charlotte, .....	4,820 40	597 92	175 00	251 56	5,593 32	5,058 74	623 50	175 00	195 94	5,857 24
Gloucester, .....	3,498 28	375 00	175 00	388 25	4,048 28	3,157 72	374 00	175 00	328 10	3,706 72
Kent, .....	3,889 92	481 96	164 92	254 76	4,536 80	3,061 40	499 50	166 60	160 41	3,727 50
Kings, .....	6,069 57	602 45	175 00	337 38	6,847 02	5,769 97	743 00	170 80	284 51	6,683 77
Madawaska, .....	1,191 74	76 67	.....	45 00	1,268 41	996 86	.....	.....	63 27	996 86
Northumberland, .....	4,881 12	618 66	172 02	258 48	5,671 80	4,211 48	245 44	167 17	197 28	4,624 09
Queens, .....	3,648 68	371 13	146 91	254 33	4,166 72	3,449 63	125 00	148 80	232 25	3,723 43
Restigouche, .....	1,358 22	250 00	166 88	64 86	1,775 10	1,242 58	248 98	175 00	74 75	1,666 56
St. John, .....	8,810 46	250 00	175 00	141 27	9,235 46	8,892 47	248 00	175 00	176 80	9,315 47
Sunbury, .....	1,332 50	327 96	.....	141 27	1,600 46	1,200 21	249 00	144 00	123 30	1,593 21
Victoria, .....	1,383 84	121 11	175 00	123 97	1,679 95	1,490 18	124 00	175 00	147 31	1,789 18
Westmorland, .....	7,190 84	734 98	175 00	236 84	8,106 89	6,734 17	745 98	175 00	195 89	7,655 15
York, .....	7,351 82	543 81	.....	422 37	8,106 89	6,336 92	619 50	.....	248 62	6,956 42
N. Brunswick, .....	\$62,855 61	\$6,219 55	\$2,045 13	\$3,283 10	\$71,120 29	\$58,643 27	\$5,720 90	\$2,194 57	\$2,740 70	\$66,558 74
Year ending '90	62,686 39	5,810 79	2,010 46	3,466 84	70,507 64	59,075 56	5,954 29	1,872 44	2,914 35	66,902 29
Increase, .....	\$169 22	\$408 76	\$34 67	.....	\$612 65	\$432 29	\$233 39	\$322 13	\$173 65	\$343 55
Decrease, .....	.....	.....	.....	\$183 74	.....	.....	.....	.....	.....	.....
Total, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1891.

Part One. — SECOND TERM ENDED DECEMBER 31ST, 1890.

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils: recorded for County Fund Apportionment (Term 97 days)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	(2) Special to Poor Districts (em- braced in column 1.)	(3) In respect of the average num- ber of Pupils in attendance, as compared with the whole at- tending the Schools in the County and the time in operation.	(4) Special to Poor Districts (in- cluded in column 2.)	Total to the Trustees. This Term.		Rate per Pupil in attend- ance the full Term per column 2.	
						Whole amount apportioned this Term. (3)	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert,.....	104,153	\$ 870 43	\$ 79 84	\$ 978 52	\$ 60 02	\$1,849 35	\$ 139 86	\$0 91 +	\$1 21 +
Carleton,.....	223,637	1,999 63	81 69	1,505 12	41 27	3,504 75	122 96	0 65 +	0 87 -
Charlotte,.....	250,589	1,815 71	113 22	2,097 34	51 77	3,913 05	164 99	0 81 +	1 80 +
Gloucester,.....	209,611	1,419 63	166 87	1,822 47	173 13	3,242 10	340 00	0 84 +	1 12 +
Kent,.....	219,377	1,714 79	128 41	1,677 91	86 78	3,392 70	215 19	0 74 +	0 99 -
Kings,.....	218,848	2,206 37	138 86	1,636 18	50 20	3,842 55	189 06	0 72 +	0 96 +
Madawaska,.....	83,224	623 28	20 00	678 12	21 50	1,301 40	41 50	0 79	1 05 +
Northumberland,.....	278,808	1,892 50	128 23	1,873 85	65 04	3,766 35	193 27	0 65 +	0 87 -
Queens,.....	108,397	1,330 46	109 45	772 09	41 15	2,102 55	150 60	0 69 +	0 92 +
Restigouche,.....	79,053	548 58	31 73	510 12	19 02	1,058 70	50 75	0 62 +	0 83 +
Saint John,.....	592,719	2,862 06	59 43	5,082 84	33 50	7,944 90	92 93	0 83 +	1 11 -
Sunbury,.....	43,876	566 97	63 70	430 68	30 90	997 65	94 60	0 95 +	1 27 +
Victoria,.....	51,998	560 44	62 99	491 06	43 09	1,051 50	106 08	0 91 +	1 22 +
Westmorland,.....	427,165	2,615 60	110 31	3,042 25	80 42	5,657 85	190 73	0 69 +	0 92 +
York,.....	258,997	2,296 69	174 75	1,330 16	67 52	3,626 85	242 27	0 50 -	0 66 +
New Brunswick, .....	3,150,454	\$23,323 54	\$1,469 48	\$23,928 71	\$865 31	\$47,252 25	\$2,334 79	\$0 73 +	\$0 98 +

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1891.

## Part Two.—FIRST TERM ENDED JUNE, 1891.

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils; rec'd for County Fund Apportionment (Term 186 days.)	(1) In respect of the services of qualified Teachers exclusive of Assistant, for the time the Schools were in Session.	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2.)	(3) Whole amount apportioned this Term.	Total to the Trustees. This Term.	(4) Rate per Pupil in attendance the full Term per column 2.	
							In Ordinary Districts.	In Poor Districts.
Albert, .....	145,923	\$ 831.16	\$ 62.72	\$ 52.70	\$1,849.35	\$115.42	\$0.87 +	\$1.16 +
Carleton, .....	310,697½	1,881.17	71.90	43.49	3,504.75	115.39	0.65 +	0.87 +
Charlotte, .....	339,461	1,844.98	92.32	46.61	3,913.05	138.93	0.76 +	1.01 +
Gloucester, .....	259,008½	1,310.11	137.99	155.96	3,242.10	293.95	0.93 +	1.14 +
Kent, .....	228,615½	1,360.22	85.52	81.88	3,392.70	167.40	1.11 +	1.48 +
Kings, .....	301,206	2,139.32	123.68	61.50	3,842.55	185.08	0.70 +	0.94 +
Mada-waska, .....	105,214	506.78	28.70	44.19	1,301.40	72.89	0.94 +	1.26 -
Northumberland, .....	339,268	1,624.22	96.84	60.81	3,766.35	157.65	0.79 -	1.05 +
Queens, .....	141,929½	1,221.02	96.16	52.01	2,102.55	148.17	0.77 +	1.03 +
Restigouche, .....	100,586	502.56	36.24	22.68	1,058.70	58.92	0.69 +	0.92 +
Saint John, .....	730,616	2,897.62	70.20	47.19	7,944.90	117.39	0.86 +	1.15 +
Sunbury, .....	56,136½	497.30	50.42	31.11	997.65	81.53	1.11 +	1.48 +
Victoria, .....	77,443½	582.46	54.52	32.00	1,051.50	86.52	0.75 +	1.01 -
Westmorland, .....	545,567½	2,447.12	88.52	70.95	5,657.85	159.47	0.73 +	0.98
York, .....	307,090½	1,981.32	116.14	60.07	3,626.85	176.21	0.67 -	0.89 +
New Brunswick, .....	3,988,753	\$21,627.36	\$1,211.77	\$863.15	\$47,252.25	\$2,074.92	\$0.80 +	\$1.07 +

TABLE XI.—SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1891.  
Part One.—TERM ENDED DECEMBER, 1890.  
*Embodied in Table IX and Foregoing Tables.*

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2,	Elgin,	Albert,	Herbert B. Steeves,	\$124 35	\$
Hillsboro, No. 2,	Hillsboro,	"	Wm. M. Burns,	125 00	
Hopewell Hill, No. 2,	Hopewell,	"	Ralph Colpitts,	125 00	374 35
Harland, No. 3,	Brighton,	Carleton,	Amasa Plummer,	118 55	
Bristol, No. 1,	Kent & Peel,	"	Georgia A. Wheeler,	125 00	
Florenceville, No. 4,	Simonds & Wicklow,	"	C. T. Hendry,	125 00	
Jacksonville, No. 7,	Wakefield,	"	John Farley,	125 00	493 55
Campobello, No. 1,	Campobello,	Charlotte,	R. Simonds,	123 70	
North Head, No. 1,	Grand Manan,	"	Archie M. Covert,	125 00	
St. George, No. 1,	St. George,	"	Geo. M. Johnston,	125 00	
Moore's Mills, No. 1½,	St. James & St. David,	"	John C. Robertson,	99 22	
Town of St. Stephen.	St. Stephen,	"	P. G. McFarlane,	125 00	597 92
Bathurst Village, No. 16,	Bathurst,	Gloucester,	James McIntosh,	125 00	
Petit Rocher, No. 4,	Beresford,	"	Jerome Boudreau,	125 00	
Tracadie, No. 3,	Saumarez,	"	B. D. Branscombe,	125 00	
Weldford Station, No. 5,	Harcourt,	Kent,	James N. Wathen,	123 71	375 00
Kingston, No. 2,	Richibucto,	"	Geo. A. Coates,	125 00	
Bas River, No. 9,	Weldford,	"	Henry Johnson,	125 00	
Buctouche, No. 1,	Wellington,	"	T. E. Coleman,	108 25	481 96
Hampton Station, No. 2,	Hampton,	Kings,	{ A. H. Sherwood,	73 45	
Havelock Corner, No. 8,	Havelock,	"	{ G. W. Fleming,	51 55	
Clifton, No. 5,	Kingston,	"	A. E. Pearson,	119 85	
Springfield, No. 2,	Springfield,	"	Louise Wetmore,	107 60	
Apohaqui, No. 25,	Studholm & Sussex,	"	Aaron Lawson,	125 00	
Edmundston, No. 1,	Madawaska,	Madawaska,	Wm. I. Goodwin,	125 00	602 45
Derby, No. 1,	Derby,	Northumberland,	Edgar M. Brundage,	76 67	76 67
			J. J. Clarke,	125 00	
<i>Forward,</i>					\$3,001 90

TABLE XI.—PART ONE—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Newcastle, No. 7,.....	Newcastle,.....	Northumberland,	<i>Brought Forward</i>	.....	\$3,001 90
McDonald's Corner, No. 10,.....	Cambridge,.....	Queens,.....	Phillip Cox,.....	125 00	250 00
Gaspereaux, No. 5,.....	Chipman,.....	"	J. W. Flower,.....	121 13	
McDonald's Point, No. 3,.....	Wickham,.....	"	Margaret S. Cox,.....	125 00	
Campbellton, No. 1 A,.....	Addington,.....	Restigouche,.....	L. E. Flower,.....	125 00	371 13
River Charlo, No. 2,.....	Colborne,.....	"	C. P. Steeves,.....	125 00	
St. Martins, No. 2,.....	St. Martins,.....	St. John,.....	Chas. H. Edgett,.....	125 00	250 00
Milford, No. 13,.....	Lancaster,.....	"	J. A. McIntyre,.....	125 00	
Frederickton Junction, No. 1,.....	Gladstone,.....	Sunbury,.....	H. V. Hayes,.....	125 00	250 60
Upper Manguerville, No. 2,.....	Manguerville,.....	"	S. D. Alexander,.....	125 00	
Sheffield, No. 2,.....	Sheffield,.....	"	Henrietta L. Barker,.....	123 71	
		"	Chas. W. Nevers,.....	79 25	327 96
Grand Falls, No. 7,.....	Grand Falls,.....	Victoria,.....	{ D. W. Ross,.....	68 30	
			{ Richard Wheeler,.....	52 81	121 11
Dorchester, No. 2,.....	Dorchester,.....	Westmorland,.....	Geo. J. Oulton,.....	125 00	
Town of Moncton, No. 5,.....	Moncton,.....	"	S. C. Wilbur,.....	122 87	
Sackville, No. 11,.....	Sackville,.....	"	Geo. W. Somerville,.....	125 00	
Petitcodiac, No. 1,.....	Salisbury,.....	"	Rupert D. Hanson,.....	112 11	
Salisbury, No. 24,.....	Salisbury, Moncton, and Coverdale,.....	"			
Port Elgin, No. 1,.....	Westmorland,.....	"	F. S. Chapman,.....	125 00	
Keswick, Ridge, No. 1,.....	Bright,.....	York,.....	W. Woodbury Wells,.....	125 00	734 98
Canterbury, No. 4,.....	Canterbury & Woodstock,.....	"	D. A. McIntosh,.....	122 42	
		"	Peter Girdwood,.....	125 00	
Harvey Station, No. 2,.....	Manner-Suttons,.....	"	{ John R. C. Byron,.....	110 82	
		"	{ John E. Dean,.....	12 89	
Forest City, No. 14,.....	North Lake,.....	"	Alex. Heron, Jr.,.....	47 68	
Marysville, No. 3,.....	St. Mary's,.....	"	W. T. Day,.....	125 00	543 81
Superior School Allowance to Phillip Cox, for terms ending June '89, Dec. '89, and June '90. Paid in Extra. ....					\$5,850 89
Total. ....					368 66
					Total. \$6,219 55

TABLE XI. Part Two. TERM ENDED JUNE 30TH, 1891.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHERS.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2,	Elgin, .....	Albert,	Herbert B. Steeves, .....	\$125 00	
Hillaboro, No. 2,	Hillaboro, .....	"	Wm. M. Burns, .....	125 00	
Hopewell Hill, No. 2,	Hopewell, .....	"	Ralph Colpitts, .....	125 00	\$375 00
Hartland, No. 3,	Brighton, .....	Carleton,	Amasa Plummer, .....	125 00	
Bristol, No. 1,	Kent and Peel, .....	"	Georgia A. Wheeler, .....	125 00	
Florenceville, No. 4,	Simonds and Wicklow, ..	"	C. T. Hendry, .....	125 00	
Jacksonville, No. 7,	Wakefield, .....	"	John Farley, .....	125 00	500 00
Campobello, No. 1,	Campobello, .....	Charlotte,	A. W. Hickson, .....	125 00	
North Head, No. 1,	Grand Manan, .....	"	Archie M. Covert, .....	125 00	
St. George, No. 1,	St. George, .....	"	Geo. M. Johnston, .....	123 50	
Moore's Mills, No. 1½,	St. James and St. David, ..	"	John C. Robertson, .....	125 00	
Town of St. Stephen,	St. Stephen, .....	"	P. G. McFarlane, .....	125 00	623 50
Bathurst, No. 16,	Bathurst, .....	Gloucester,	James McIntosh, .....	125 00	
Petit Rocher, No. 4,	Beresford, .....	"	Jerome Boudreau, .....	125 00	
Tracadie, No. 3,	Saumarez, .....	"	B. D. Branscombe, .....	124 00	374 00
Weldford Station, No. 5,	Harcourt, .....	Kent,	Jas. N. Wathen, .....	125 00	
Kingston, No. 2,	Richibucto, .....	"	Geo. A. Coates, .....	125 00	
Bass River, No. 9,	Weldford, .....	"	Judson B. Clarke, .....	125 00	
Buctouche, No. 1,	Wellington, .....	"	T. E. Colman, .....	124 50	499 50
Hampton Station, No. 2,	Hampton, .....	Kings,	A. H. Sherwood, .....	125 00	
Havelock Corner, No. 8,	Havelock, .....	"	A. E. Pearson, .....	122 00	
Clifton, No. 5,	Kingston, .....	"	Louise Wetmore, .....	121 00	
Bloomfield Station, No. 2,	Norton, .....	"	L. I. Flower, .....	125 00	
Springfield, No. 2,	Springfield, .....	"	John E. Dean, .....	125 00	
<i>Forward, .....</i>					\$2,372 00

TABLE XI.—PART TWO.—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHERS.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Apoahqui, No. 25,.....	Studholm and Sussex,	Kings,.....	<i>Brought forward</i>	.....	\$2,312 00
Derby, No. 1,.....	Derby,.....	Northumberland,	Wm. I. Goodwin,.....	125 00	743 00
Newcastle, No. 7,.....	Newcastle,	"	J. J. Clarke,.....	124 00	
Gaspereaux, No. 5,.....	Chipman,.....	Queens,.....	Philip Cox,.....	121 44	245 44
Campbellton, No. 1 A,.....	Adlington,.....	Restigouche,	Margaret S. Cox,.....	125 00	125 00
River Carlo, No. 2,.....	Colborne,.....	"	C. P. Steeves,.....	123 98	
Milford, No. 13,.....	Lancaster,.....	St. John,.....	Chas. H. Edgett,.....	125 00	248 98
St. Martins, No. 2,.....	St. Martins,.....	"	H. V. Hayes,.....	125 00	
Fredericton Junction, No. 1,.....	Gladstone,.....	Sunbury,.....	Ernest A. McKay,.....	123 00	248 00
Upper Manguerville, No. 2,.....	Manguerville,.....	"	S. D. Alexander,.....	125 00	
Grand Falls, No. 7,.....	Grand Falls,.....	Victoria,.....	Henrietta L. Barker,.....	124 00	249 00
Dorchester, No. 2,.....	Dorchester,.....	Westmorland,.....	Richard Wheeler,.....	124 00	124 00
Town of Moncton,.....	Moncton,.....	"	Geo. J. Oulton,.....	125 00	
Sackville, No. 11,.....	Sackville,.....	"	S. C. Wilbur,.....	123 98	
Petitcodiac, No. 1,.....	Salisbury,.....	"	Geo. W. Somerville,.....	125 00	
Salisbury, No. 24,.....	Salisbury, Moncton, and Coverdale,.....	"	Rupert D. Hanson,.....	122 00	
Port Elgin, No. 1,.....	Westmorland,.....	"	F. S. Chapman,.....	125 00	
Keswick Ridge, No. 1,.....	Bright,.....	York,.....	W. Woodbury Wells,.....	125 00	745 98
Canterbury, No. 4,.....	Canterbury and Woodsrock,	"	Amos O'Brien,.....	125 00	
Harvey Station, No. 2,.....	Maniers-Sutton,.....	"	Peter Girdwood,.....	123 00	
Forest City, No. 14,.....	North Lake,.....	"	Wm. M. McDonald,.....	122 00	
Marysville, No. 3,.....	St. Mary's,.....	"	Mary Truswell,.....	124 50	619 50
			W. T. Day,.....	125 00	
					\$5,720 90

TABLE XII. GRAMMAR SCHOOLS: THE YEAR ENDED JUNE 30TH, 1891.

(INCLUDED IN PREVIOUS TABLES.)

Part One.—THE TERM CLOSED DECEMBER 31ST, 1890.

LOCALITY.		OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.													
COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.				PUPILS.		PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.		MODERN COURSE.		CLASSICAL COURSE.		
			No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Principals' Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for	Standard.		Standard.		
											IX	X	IX	X	IX
Albert.	Alma.	Thos. E. Colpitts, A. B.	2	84	87	26	95	\$171.80	\$175.00	\$346.89	4	..	..	..	..
Carlton.	Woodstock.	Rufus P. Sleeves, A. B.	12	628	34	27	87	173.01	325.00	498.01	22	6	13	4	1
Charlotte.	St. Andrews.	Wm. Brodie, A. B.	6	303	21	21	88	175.00	300.00	375.50	14	6	13	3	6
Gloucester.	Richibucto.	C. H. Cowperthwaite, A. B.	6	290	26	26	97	175.00	325.00	400.00	15	..	..	..	..
Kent.	Richibucto.	H. T. Colpitts, A. B.	4	217	40	29	97	175.00	325.00	400.00	9	..	..	9	..
King's.	Sussex.	S. A. McLeod, A. B.	4	256	70	45	97	175.00	325.00	400.00	4	..	..	15	1
Northumberland.	Chatham.	G. H. Harrison, A. B.	5	241	61	47	86†	172.02	300.00	372.02	4	..	..	8	2
Queens.	Gagetown.	Jas. R. Dunn, A. B.	2	63	22	14	96	146.91	150.00	296.91	5	..	..	2	1
Restigouche.	Queens.	A. Ross, A. B.	3	146	31	20	92†	166.83	300.00	396.83	5	..	..	1	..
Saint John.	Dalhousie.	Wm. L. McLean, A. M.	3	102	102	78	88	175.00	517.50	692.50	3	7	1	64	17
Saint John.	Saint John.	H. C. Henderson, A. B.	3	77	45	28	97	175.00	325.00	400.00	9	..	..	5	6
Victoria.	Andover.	J. G. A. Belyea, A. B.	2	262	23	12	97	175.00	325.00	400.00	9	..	..	5	6
Westmorland.	Shediac.	B. C. Foster, A. B.	4	114	114	92	88	†	200.00	375.00	..	..	..	50	17
York.	Fredericton.		3	114	114	92	88	†	200.00	375.00	..	..	..	50	17
			62	2,728	850	486	..	\$2,085.31	\$2,987.50	\$4,982.71	28	19	157	19	157
New Brunswick.			59	2,567	626	439	..	\$2,010.46	2,917.50	4,727.96	46	43	17	145	80
Cor. Term, 1889.			53	2,567	626	439	..	\$2,010.46	2,917.50	4,727.96	46	43	17	145	80
Increase.			3	156	24	26	..	\$44.75	\$50.00	\$94.75	39	24	..	2	12
Decrease.			..	..	..	..	..	..	..	..	..	..	..	29	14

† Paid by the University of New Brunswick. In addition, the Principal received \$67.50, under the provisions of Sec. 104, (13). \*\$10.06 Deducted. Overpaid the previous Term.



TABLE XII. Part Two.—GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1891.  
(INCLUDED IN PREVIOUS TABLE.)

LOCALITY.		OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER													
COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.			PUPILS.		PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.			MODERN COURSE.		CLASSICAL COURSE.		
			No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Principals' Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary per	Standard.		Standard.	
												IX	X	XI	XII
Albert,	Alma,	T. E. Colpitta, A. B.,	2	3	97	43	26	123	\$172.20	\$175.00	\$347.20	4	..	..	..
Carlisle,	Woodstock,	R. P. Steeves, A. B.,	13	12	617	28	22	123	175.00	325.00	500.00	15	2	3	2
St. Andrews,	St. Andrews,	Wm. Brodie, A. B.,	0	6	800	26	22	123	175.00	200.00	375.00	17	4	5	3
Gloucester,	Bathurst,	C. H. Cowperthwaite, A. B.,	0	6	227	37	23	125	175.00	225.00	400.00	8	..	15	3
Kent,	Richibucto,	H. T. Colpitta, A. B.,	4	4	206	42	28	119	166.60	175.00	341.60	10	..	10	..
Kings,	Sussex,	S. A. McLeod, A. B.,	4	4	237	63	37	122	170.50	225.00	395.50	..	..	11	3
Northumberland,	Chatham	G. H. Morrison, A. B.,	6	4	244	62	42	117 <sup>1</sup>	167.17	200.00	367.17	..	..	11	3
Queens,	Northumberland,	J. R. Dunn, A. B.,	2	2	65	30	23	124	143.80	150.00	293.80	7	..	9	..
Restigouche,	Queens,	A. Ross, A. B.,	3	3	172	38	24	125	175.00	200.00	375.00	..	..	4	..
Saint John,	Dalhousie,	Wm. M. McLeod, A. M.,	3	3	91	91	68	122	175.00	617.50	792.50	8	1	50	22
Sunbury,	St. John,	Arnon Lawson, A. B.,	2	2	29	18	12	120	144.00	150.00	294.00	15	..	2	14
Victoria,	Sheffield,	H. C. Henderson, A. B.,	2	2	89	50	31	125	175.00	175.00	350.00	4	..	2	..
Westmorland,	Andover,	J. G. A. Belyea, A. B.,	6	6	270	39	18	125	175.00	200.00	375.00	..	..	4	5
York,	Shediac,	B. C. Foster, A. B.,	4	3	98	98	80	120	175.00	200.00	375.00	12	6	44	12
	Fredricton,											12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12
												12	6	44	12

† Paid by the University of New Brunswick. In addition, the Principal received \$47.23 under the provisions of section 104 (15).

TABLE XIII. PROVINCIAL NORMAL SCHOOL: FOR SESSION ENDED JUNE, 1891.

NORMAL DEPARTMENT.		FRENCH DEPARTMENT.		MODEL DEPARTMENT.		PUPILS.		ON ACCOUNT OF SALARIES.		AMOUNT.
STUDENTS IN ATTENDANCE.										
	No. admitted.	Left through various causes.	Failed to classify.	Eligible for examination.	Males.	Females.	Total.	Boys.	Girls.	Total.
First Term ended Dec. 1890	24	1	..	..	..	..	..	93	97	190
First Term ended Dec. 1890	24	1	..	23	..	..	23	..	..	..
Session ended June 1891....	206	18	..	188	28	160	188	..	..	..
Second Term ended May '91	13	....	..	13	..	..	13	..	..	..
Second Term ended June '91	..	....	..	....	..	..	..	93	97	190
New Brunswick, ...	243	19	..	224	28	160	33	224	..	..
Cor. Session, .....	241	21	1	219	37	139	12	31	219	..
Increase, .....	2	..	..	5	..	21	2	5	..	..
Decrease, .....	..	2	1	..	9	..	..	..	..	..
Total .....										\$5,705 00
Total .....										\$5,705 00

\* These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.

\* These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.

TABLE XIV. PUBLIC SCHOOLS: TEACHERS' EXAMINATIONS: JUNE EXAMINATION AND FOR ACADIAN TEACHERS, 1891.

TERMS AND STATIONS.	MALE.										FEMALE.										SUMMARY.										Total Licensed.															
	Grammar School Class.					I Class.					II Class.					III Class.					I Class.					II Class.						III Class.					Males.					Females.				
	No. of candidates ad- mitted to the writ- ten examination and grounds of admission.	As classified Student-Teachers of the Provincial Normal School.	As holding License from the Board of Education.	As Graduates in Arts.	As having undergone training at a Normal School not in N. B.	As eligible for Examination.	Total No. admitted.	No. examined for the Class.	No. that obtained this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. that failed to obtain any Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. that failed to obtain any Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. that failed to obtain any Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.		No. that failed to obtain any Class.	No. examined for this Class.	No. that failed to obtain any Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.								
DECEMBER, 1890.	25	25	61	2	13	266	2	1	22	21	1	17	14	3	5	40	34	6	144	131	13	36	35	1	1	22	15	8	34	137	48	1	265													
Acadian Teachers MAY, 1891.	15	15	61	2	13	306	2	1	22	21	1	17	14	3	9	40	34	6	144	131	13	72	61	11	1	22	15	12	34	137	74	11	295													
Acadian Teachers JUNE, 1891.	15	15	56	1	14	295	4	3	1	25	19	6	25	16	7	2	17	11	6	1	134	87	35	12	67	43	24	3	19	22	18	9	17	92	78	37	249									
Increase, . . . . .	6	6	5	1	11	11	2	1	3	2	5	8	2	4	2	8	2	6	1	10	44	22	5	18	13	2	3	7	6	9	17	45	4	26	46											

This Total includes 7 Candidates examined at the Bathurst station, and 6 at St. John's.

This Total includes 7 Candidates examined at the Bathurst Station, and 6 at St. John.

**Issue of School Licenses, awarded upon Examination in December, 1890,  
and May and June, 1891.**

The number of applicants for each Class will be seen from the preceding table. The following list contains the names of successful candidates only.

**DECEMBER, 1890.**

*Third Class.*—Andre Boudreau, Adelard Savoy, Ombeline Babin, Marie C. Barrieau, Annie C. Beaulieu, Josephine M. Belliveau, Emelie Bourgeois, Angeline S. Cormier, Jeanne L. Cormier, Martina A. Doucet, Genereuse LeBlanc, Celina Maillet, Aurore P. Michaud, Palmyre Nadeau, Celina M. Richard, Marguerite M. Richard, Marie A. Richard, Mary Agnes St. Pierre.

**MAY 1891.**

*Third Class.*—Ephraim D. Cormier, Pius Michaud, Marie Josephine Arseneau, Marie C. Barrieau, Marie L. Boudreau, Marie E. Bourgeois. Mary A. Grant, Lucy M. Hebert, Philomène D. Legere, Marie E. Richard, Ellen M. Vautier, Georgiana Hache.

**JUNE, 1891.**

*Grammar School Class.*—Mary K. Tibbitts, A. B.

*First Class.*—William Aiton, A. B., George M. Blakeney, A. Weldon Colpitts, Arthur B. Copp, Henry Dean Creed, William J. Loggie, George T. Morton, Allan E. Schriver, Chas. W. Semple, Chas. D. Strong, George J. Trueman, Wilford B. Webb, Mason R. Benn, Fred L. Day, William H. Dixon, Gilbert S. Dobson, A. B., Arthur Fennell, Frank B. Hovey, S. S. Miller, J. Wm. Richardson, Henry Whitfield Robertson, Frank H. Wheeler, Elizabeth Beateay, Isabella J. Caie, Julia T. Colpitts, Alexandra P. Comben, Ella A. Copp, Josephine L. Downey, Isabella Estabrooks, Lillian E. Fenwick, Annie S. Fillmore, Mina L. Fisher, Annie L. Fleetwood, Florence N. Fletcher, Edna M. Gregory, Agnes M. Hamilton, Lettie Kelly, Mary M. Kennedy, E. Alice Loggie, Annie J. Moore, Margaret Morrow, Sarah M. Mullan, Catharine McLeod, Julia Neales, Alberta V. Reid, Maud Sharpe, Catherine A. Willis, Hattie M. Clark, Carrie S. Everett, Ena L. Gill, Ellen M. Lingley, Ethel Blanche Maxwell, Florence Widlake, Ellen G. McLaughlin, Nellie Galloway, Mary Moran.

*Second Class.*—Cyrus H. Acheson, Donald S. Carmichael, A. Vernon Clarke, Edward A. Colman, Wm. Leonard Emack, Anders Johan Jensen, John Wm. Menzie, Joseph B. McIntosh, Edward L. Price, R. Edwin Taylor, Walter W. Wells, Fred A. Cain, Clarence G. Folkins, Abram H. Milton, Mary E. Berry, Georgie M. Adams, Lizzie J. Bayley, Edith M. Bishop, Emily Blake, Marie E. Bourque, Helen S. Briggs, Katharine L. Brown, Louise C. Brown, Mary M. Brown, Mary M. Buckley, Jennie B. Bull, Bessie Burpee, Annie L. Campbell, Maggie I. Campbell, Alice M. Carleton, Orissa E. Cole, Alma A. Colpitts, Edith A. Comben, Margaret E. Crawley, Sadie M. Cronk, Charlotte L. Crossman, Ada B. Crowhurst, May Agnes Daley, Annie L. Darling, Evangeline M. A. Devereux, Emeline M. Dunlap, Jessie McL. Dunphy, Mary A. Dupuis, Maggie H. Easton, Grace Finniss, Bertha M. F. Flewelling, Maggie J. Fowler,

Ada M. Fowler, Sarah Gallagher, Susie B. Ganong, Annie M. Gaskin, Melinda Gautreau, Georgie Good, Marie E. Girouard, Ida L. Glendinning, Marion C. Gough, Maggie G. Graham, Lizzie J. Harper, Isabella J. Henry, Margaret M. Hopper, Mary T. Hughes, Annie M. Hyslop, Annie J. Jarvis, Mary G. Jones, Violet L. Kirk, Effie Kirkpatrick, Maggie M. Kirkpatrick, Isabella Lochary, Maude H. Maxwell, Jennie H. Mowry, Alice S. McCole, Annie M. McCosh, Bertha G. McDonald, Emma McIntosh, Fannie McLaren, Eva N. A. McMullin, Edith O'Brien, Mary Orchard, Flora I. Oulton, Maggie M. Pickle, Kate E. Porter, Alice M. Read, Janet H. Reade, Blanche M. Reid, Mary A. Reid, Jane E. Roberts, Emma M. Robertson, Eleanor P. Ryan, Zina C. Sewell, Clara Shannon, Annie E. Simpson, Lillie I. Simpson, M. Alice Smith, Nellie E. Smith, Lillian M. Steeves, Emma C. A. Stout, Bessie H. Taylor, Nellie M. Taylor, Mary I. Trenholm, Christina Tripp, Joanna E. Walsh, Lillie B. Welling, Annie E. Weston, Annie A. Williamson, Harriet E. Willis, Maggie M. Yerxa, Mary E. Beaty, K. Josephine Beck, Cordelia Black, Mary McF. Blair, Margaret E. Brownell, Eliza M. Bubar, Maggie B. Carter, Nellie L. Conley, Victoria J. Evans, Lida M. Forster, Rachel E. Gamblin, Annie G. Gill, Amelia Goodine, Mary J. Hetherington, Emily J. Hunter, Grace A. Ingraham, Theresa Jamieson, Elizabeth Lennox, Etta A. Monteith, Agnes McAnespy, Mary E. McCarthy, Frances McGinn, Annie M. McLean, Rosilla McLean, Eliza B. Richards, Bertha Saunders, Mary J. Simpson, Ella M. Thorne, Mary D. Thorne, Carrie E. Young, Mary LeBlanc, Ellen Marry, Katie O'Rielly, Maggie R. Corkery, Veronica McKenna, Ellen McDonald, Mary Delaney, Mary Phoran, Mary McNeill, Nemereuse R. D'Entremont.

*Third Class.*—Harry C. S. Todd, Sarah A. Fleming, Eunice C. Kelly, Sarah E. Masterton, Cora A. Reid, Annie D. Stanger, Helen E. Armstrong, Prudence M. Leonard, Ada B. Russell, Austin A. Allen, Samuel B. Anderson, Isaac J. D. Coltart, John A. Drake, Harry B. Carlisle, Annie F. Alexander, Annie May Babbitt, Viola A. Barteau, Janie Brander, Annie P. Campbell, Sarah Agnes Daley, Emma J. Dunphy, Mary N. Foreman, Martha E. Flower, Julia A. Fowler, Nettie McG. Gray, Beatrice M. Horsman, Elizabeth J. Jardine, Mary K. Kinney, Grace L. Lloyd, Sarah C. Longstaff, Mary E. Lyon, Blanche J. Mahoney, Lizzie J. Merrithew, Mamie M. Mitchell, Maggie J. H. Montgomery, Jennie R. McAllister, Minnie E. C. McFadden, Sadie J. McFarlane, Alice M. Robertson, Maria J. Rush, Mary Sansom, Laura M. Scott, Violet E. Smith, Araminta M. Thompson, Annie F. Turner, Helen C. Turner, Katie Tweedie, Alberta Underhill, Minna Glendinning.

#### IN READING ONLY.

*First Class.*—W. V. Goodwin, A. C. M. Lawson, Laurestine Ingraham, Sophia M. Lamont.

*Second Class.*—James A. Edmonds, Annie G. Nicholson, Ella M. Toft.

*Third Class.*—Wilber D. Hetherington.

#### IN SPELLING ONLY.

*First Class.*—Helen E. Burns, Helen L. Galt, June W. Estey.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1891.				VALUE.			Number of Volumes.
LOCALITY.		PARTICULARS.	District.	Local.	Provincial.	Total.	
County.	Parish.						
Albert, .....	Coverdale, .....	No. 1	1	\$ 15 00	\$ 7 56	\$ 22 56	55
Charlotte, .....	Campobello, .....	" 1	1	40 00	20 00	60 00	93
" .....	Dufferin, .....	" 1	1	29 84	14 99	44 83	92
" .....	" .....	" 2	2	37 74	18 87	56 61	129
" .....	St. Andrews, .....	Town,		40 00	20 00	60 00	67
Kent, .....	Wellington, .....	No. 7	7	43 70	20 00	63 70	103
Kings, .....	Cardwell, .....	" 1	1	26 03	13 02	39 05	32
" .....	Stutholm, .....	" 25	25	15 97	8 00	23 97	47
" .....	Westfield, .....	" 2	2	40 00	20 00	60 00	121
Restigouche, .....	Addington, .....	" 2	2	24 87	12 43	37 30	23
St. John, .....	St. John, .....	Millidgeville,		15 80	7 90	23 70	50
Victoria, .....	Andover, .....	No. 3	3	41 74	20 00	61 74	116
Westmorland, .....	Moncton, .....	Town,		40 00	20 00	60 00	1
" .....	Sackville, .....	No. 9	9	10 50	5 25	15 75	1
" .....	Shediac, .....	" 12	12	6 00	3 00	9 00	29
York, .....	Canterbury, .....	" 4	4	22 13	11 06	33 19	47
				\$ 449 32	\$ 222 08	\$ 671 40	1,004+

TABLE XVI.--PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School  
during the Term ended June, 1890.*

(Allowance of Mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	H. C. Henderson,	Victoria,	\$ 6 18
2	Thos. J. Baizley,	Albert,	9 96
3	W. G. Chamberlain,	Kings,	6 42
4	Archie M. Covert,	Charlotte,	8 40
5	Wendell V. Goodwin,	Westmorland,	12 90
6	Joseph Harrington,	Kings,	7 50
7	Arthur C. M. Lawson,	Queens,	4 80
8	Wm. M. McDonald,	Westmorland,	10 38
9	Chas. H. Perry,	Kings,	8 40
10	Hugh S. Young,	Charlotte,	6 60
11	Helen E. Burns,	St. John,	3 96
12	N. Bernice Carnwath,	Albert,	10 50
13	May B. Carter,	Charlotte,	5 40
14	Mabel Flewelling,	Kings,	6 60
15	Helen L. Galt,	Westmorland,	9 30
16	Annie L. Hanington,	"	10 38
17	Sophia M. Lamont,	Northumberland,	8 10
18	Zebie F. Murray,	St. John,	3 96
19	Mary R. McLean,	Kent,	8 40
20	Stella McNair,	Restigouche,	11 10
21	Stella T. Payson,	St. John,	3 96
22	David E. Allen,	Westmorland,	13 20
23	Wm. C. Allen,	Northumberland,	6 00
24	Howard J. Avar,	Westmorland,	13 20
25	Arthur E. Barton,	Queens,	4 50
26	Stephen Colwell,	"	3 30
27	Gordon H. Cormier,	Carleton,	4 80
28	Ezra N. Drier,	"	5 10
<i>Forward,</i>			<b>\$213 30</b>

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$213 30</b>
29	Geo. D. Fenwick,	Kings,	6 42
30	Clarence G. Folkins,	"	6 42
31	Samuel D. Gaunce,	"	7 20
32	Alex. B. Hubley,	"	6 60
33	Wilfred C. Kierstead,	"	6 30
34	Wilford I. McKenzie,	Queens,	3 60
35	Henry Lee Parlee,	Kings,	6 30
36	Chas. W. Steeves,	Albert,	9 96
37	Jesse Lee White,	Carleton,	5 10
38	Minnie Andrew,	Restigouche,	12 78
39	Mary Appleby,	Carleton,	3 90
40	Melinda F. Archer,	Gloucester,	10 20
41	Mary Archibald,	Restigouche,	10 50
42	Sarah H. Bamford,	Northumberland,	3 90
43	Ida May Beals,	Kings,	6 42
44	Cassie McL. Bell,	Carleton,	4 50
45	May Bell Brown,	St. John,	6 00
46	Edith Brownell,	Westmorland,	14 16
47	Margaret E. Brownell,	"	14 16
48	Annabel Carvell,	York,	2 10
49	Harriet A. Cresswell,	Sunbury,	90
50	Ida M. Crombie,	"	1 80
51	Luella J. Cross,	Charlotte,	6 90
52	Bridget L. Crowley,	York,	2 10
53	Sarah Curran,	Northumberland,	6 60
54	Edna J. Daggett,	Charlotte,	8 40
55	Margaret T. Daughney,	Northumberland,	6 60
56	Mary Alice Dewar,	Charlotte,	5 40
57	Mary A. Doyle,	Restigouche,	10 80
58	Dora L. Dryden,	Albert,	9 60
59	Mary C. Edgar,	Northumberland,	6 60
60	Isabella H. Falconer,	"	6 60
61	Mabel F. Fanjoy,	St. John,	3 96
62	Mina B. Farrer,	Restigouche,	12 78
63	Edith L. Fletcher,	Carleton,	4 50
64	Mabel Folkins,	Kings,	6 42
65	Susana Galbraith,	St. John,	4 50
66	Gertrude V. Gilmore,	York,	1 80
67	Mary M. Gosline,	Kings,	6 60
68	Ella Gray,	Northumberland,	7 02
69	Edna E. Guptill,	Charlotte,	8 40
70	Mary E. Harvie,	Restigouche,	11 10
		<i>Forward,</i>	<b>\$499 20</b>



TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$499 20</b>
71	Mary J. Hetherington,	Queens,	4 20
72	Mary A. Holt,	Charlotte,	5 40
73	Effie I. Howe,	Kings,	4 80
74	Jessie L. Howie,	Sunbury,	1 20
75	Emily J. Hunter,	York,	2 40
76	Agnes B. Harrington,	St. John,	3 96
77	Annie F. Johnston,	Charlotte,	4 80
78	Susie Johnson,	Kings,	7 20
79	Sarah L. Lutz,	Albert,	9 60
80	Mary E. D. Maxwell,	Charlotte,	5 10
81	Adelia M. Maxwell,	"	5 40
82	Mary E. Milligan,	"	5 70
83	Annie E. Morrison,	Northumberland,	6 60
84	Annie M. McCain,	Carleton,	4 80
85	Isabella G. McCarthy,	York,	2 40
86	Katherine A. McDonald,	Northumberland,	6 60
87	Maggie I. McMillan,	St. John,	3 96
88	Minnetta B. McNaughton,	Kings,	7 56
89	Mary A. McPherson,	Restigouche,	11 70
90	Stella J. McVicar,	Charlotte,	7 50
91	Eliza A. Oulton,	Westmorland,	14 16
92	Alice Paine,	Gloucester,	9 60
93	Annie M. Porter,	Victoria,	6 00
94	Georgina M. Riecker,	Kings,	6 30
95	Sarah A. Ritchie,	Carleton,	5 10
96	Edith L. Rogers,	"	3 90
97	Alma M. Russell,	Northumberland,	6 60
98	Mary A. Scullin,	Charlotte,	5 10
99	Alma J. Sharpe,	St. John,	3 96
100	Mary J. Simpson,	Northumberland,	8 10
101	Susie M. Sipprell,	Carleton,	4 20
102	Anna L. H. Sleep,	Queens,	3 30
103	Ada M. Small,	"	4 80
104	Alberta J. Smith,	Westmorland,	14 16
105	Alice M. Snider,	Kings,	7 20
106	May L. Steeves,	Albert,	9 96
106½	Agnes C. Stevenson,	Kent,	9 60
107	Ellen G. Stuart,	Queens,	4 50
108	Maggie L. Tacy,	Carleton,	3 90
109	Ella May Toft,	Charlotte,	4 80
110	Wilhelmina A. Toole,	Kings,	3 60
111	Agnes Turnbull,	St. John,	3 96
112	Jennie B. Upton,	Carleton,	5 40
		<i>Forward,</i>	<b>\$758 28</b>

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$ 758 28
113	Marion Wathen,	Kent,	7 80
114	Eva E. Welling,	Westmorland,	10 38
115	Hannah Wright,	Kings,	6 42
116	Vesta E. Kilburn,	York,	60
117	Henry B. Carlisle,	"	60
118	Tyler J. Coburn,	"	90
119	W. D. Hetherington,	Queens,	4 20
120	Kate J. Beck,	Albert,	8 70
121	Eliza M. Bubar,	York,	2 40
122	Carrie E. Burt,	"	90
123	Nellie L. Conley,	Charlotte,	6 60
124	Martina A. Doucet,	Gloucester,	9 00
125	Margaret G. Emerson,	St. John,	3 96
126	Victoria Evans,	York,	90
127	Lida M. Forster,	Kent,	8 40
128	Laura A. Fowlie,	Northumberland,	6 90
129	Rachel E. Gamblin,	Kings,	6 90
130	Ella G. Gilman,	York,	1 80
131	Amelia Goodine,	"	60
132	Mary A. Haynes,	Carleton,	4 50
133	Renee J. Kirk,	St. John,	3 96
134	Elizabeth Lennox,	Kent,	8 70
135	Prudence M. Leonard,	Charlotte,	6 60
136	Grace A. Ingraham,	York,	3 00
137	Sarah E. Masterton,	Kent,	8 40
138	Esther C. McLaughlin,	Carleton,	5 10
139	Rosilla McLean,	Queens,	4 50
140	Cora A. Reid,	Madawask,	9 30
141	Eliza B. Richards,	York,	1 20
142	Jennie E. Roberts,	St. John,	3 96
143	Minnie Rutledge,	Sunbury,	66
144	B. H. M. Saunders,	York,	2 10
145	Elamadore A. Thorne,	Kings,	7 80
146	Jean B. Blanchard,	Gloucester,	10 68
147	Alfred E. Burgeois,	Kent,	11 76
148	Augustin Goguen,	"	12 60
149	Patrice Landry,	Gloucester,	10 68
150	Prudent Mercure,	Madawaska,	9 78
151	Marie A. Cormier,	Gloucester,	10 68
152	Philomène G. Desroches,	Kent,	12 00
153	Eugenie J. Gaudet,	Westmorland,	10 80
154	Celina L. Girouard,	Kent,	10 92
155	Susanne Goguen,	Westmorland,	11 40
		<i>Forward,</i>	\$1,027 32

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
156	Marie J. LeBlanc,	<i>Brought Forward,</i>	\$1,027 32
157	Marguerite M. Losier,	Kent,	12 00
158	Lousie Savoie,	Gloucester,	10 20
		"	10 20
		Gov. War. No. 232,	\$1,059 72

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
1	Adelard Savoy,	Gloucester,	\$ 13 50
2	Ombeline Babin,	Kent,	12 60
3	Marie C. Barrieau,	"	12 60
4	Annie C. Beaulieu,	Madawaska,	9 78
5	Josephine M. Belliveau,	Kent,	11 76
6	Hilaire Boudreau,	Gloucester,	10 20
7	Emilie Burgeois,	Kent,	11 76
8	Angelina S. Cormier,	Westmorland,	11 10
9	Jeanne L. Cormier,	"	11 10
10	Delina Daigle,	Madawaska,	10 20
11	M. Louise DeGrace,	Gloucester,	11 40
11½	Georgiana Hachè,	"	9 12
12	Genevieve Jaillet,	Kent,	12 00
13	Marie C. A. Landry,	"	10 92
13½	Delphine M. LeBlanc,	Westmorland,	10 80
14	Genereuse LeBlanc,	"	10 80
15	Aurora P. Michaud,	Madawaska,	10 20
16	Palmyre Nadeau,	"	9 60
17	Cecilia M. Richard,	Kent,	10 92
18	Marguerite M. Richard,	"	10 92
19	Marie A. Richard,	"	10 92
20	Mary Agnes St. Pierre,	"	11 76
21	Caroline A. N. Raymond,	Northumberland,	7 50
22	Mary E. Coen,	Carleton,	5 10
23	Helen Hutchinson,	"	5 70
24	Mary E. Beaty,	St. John,	3 96
Gov. War. No. 1,056			\$266 22

TABLE XVII.—PUBLIC SCHOOLS; YEAR ENDED DECEMBER 31ST, 1891.

*Statement of Chief Superintendent's Provincial Drafts to Teachers,  
and of County Fund Drafts to Trustees.*

(Summarized in Tables IX and X).

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December, 31st, 1890.</i>		
References.—Warrants Nos. 233, 234, 235, 498,...	\$71,120 29	
Amount County Fund for Term ended December 31st, 1890 .....	.....	\$47,252 25
<i>For Term ended June 30th, 1891</i>		
References.—Warrants Nos. 1,053, 1,054, 1,055,...	66,558 74	
Amount County Fund for Term ended June 30th, 1891 .....	.....	47,252 25
Total, .....	\$137,679 03	\$94,504 50

**TABLE XVIII.—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE  
FOR YEAR ENDED DECEMBER 31ST, 1891.**

**Schools (See Table IX for details):**

Common, . . . . .	\$121,498 88
Superior, . . . . .	11,940 45
Grammar, . . . . .	4,239 70
	<u>\$137,679 03</u>

**Normal School:**

Salaries, (Table XIII), . . . . .	5,705 00
-----------------------------------	----------

**Travelling allowance to Student-Teachers:**

Paid in 1891. (See Table XVI) . . . . .	1,325 94
---	----------

Salaries of Six Inspectors, . . . . .	7,200 00
---------------------------------------	----------

Inspectors' allowance, attending Conferences, . . . . .	600 00
---	--------

**Examination of Candidates for Teachers' Licenses, including  
Examiners' and Deputies', December, 1890, and May and  
June, 1891, . . . . .**

	678 25
--	--------

**Travelling allowance:**

Chief Superintendent of Education for 1891, . . . . .	400 00
---	--------

School Libraries, . . . . .	222 08
-----------------------------	--------

Sundry Office Expenses, . . . . .	42 99
-----------------------------------	-------

**Salaries:**

Chief Superintendent, . . . . .	\$1,800 00
---------------------------------	------------

Chief Clerk, . . . . .	950 00
------------------------	--------

Clerk, . . . . .	650 00
------------------	--------

Clerk, . . . . .	250 00
------------------	--------

3,650 00

Janitor, . . . . .	100 00
--------------------	--------

\$157,603 29



# QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF LICENSES AT  
THE EXAMINATION IN JUNE, 1891.

---

## GRAMMAR SCHOOL CLASS.

[GR. SCH.]      TEACHING AND SCHOOL MANAGEMENT.      *Time, 1½ hr.*

- (1) Specify some of the characteristics of mental development. (2) State the general principals which should be observed in the training of the faculties.
- (1) Justify on psychological grounds the use of *objective teaching*. (2) Describe the method you would employ in such teaching, pointing out the special ends you have in view.
- Specify the chief sources of influence open to the Teacher, by which he may aid in the development and strengthening of the pupil's character.
- What subjects of instruction do you deem of most importance (1) In the Common School. (2) In Grammar or High Schools? Give your reason. Give the weekly allotment of time for each of the subjects you name.
- Describe your method, and illustrate it by an example, in teaching one of the following :—Geometry or Natural Science.

### ALTERNATIVE.

Instead of answering the foregoing questions, Candidates may give (1) An outline of the general principals of Rousseau's *Emile*. (2) Criticisms thereon. (This outline and the criticism thereon are of equal value with the questions above).

---

[GR. SCH.]      LATIN.      *Time, 1 hr. 30 min.*

1. Translate into English :—

- (1) Cic. de Senec. Sec. 44 : Quorsum igitur . . . gloria. (a) Parse *obsistimus*, *dandum tibicine*.
- (2) Virg. *Æn.* Bk. I., vv. 441—452 ; *Lucus in urbe . . . rebus*. (a) Parse *effodere*, *foré*, *confidere*.
- (3) Hor. *Car.*, Bk. I., *Car. V* : (a) Parse *munditius*, *emirabitur*, *fruitur*. (b) Scan the last four lines.



[GR. SCH.]

GREEK.

Time, 1 hr. 30 min.

1. Translate into English—

1. Xen. Anab. Book I. Chap. 6, Secs. 1 & 2. (a) Parse the first three verbs that occur in the passage given to be translated.
2. Hom. Il., Bk. II., vv. 155-165 inclusive. (1) Scan the first four lines.
- (2). Parse the last four verbs in the passage and write out in full the pres. indic. mid. of one of them.

[GR. SCH.]

ALGEBRA.

Time, 1 hr. 30 min.

1. Find the value of  $x$  and  $y$  in the following:—

$$(1). \frac{x+y}{x-y} + \frac{x-y}{x+y} = \frac{5}{2}, x^2 + y = 20.$$

$$(2). x + 2y + \frac{3x}{y} = 16, 3x + y + \frac{3x}{y} = 23.$$

2. Give the formula and sum to  $n$  terms:

$$r + 2r^2 + 3r^3 + 4r^4 + \dots$$

3. Prove the Binomial Theorem when the exponent is any positive quantity.
4. Given  $\log. 648 = 2.81157501$ ,  $\log. 864 = 2.93651374$ , find  $\log. 3$  and  $\log. 5$ .
5. If a sum of money doubles itself in 40 years at simple interest, find the rate of interest.

[GR. SCH.]

PLANE AND SOLID GEOMETRY.

Time, 1 hr. 30 min.

1. If four straight lines be proportionals, the rectangle contained by the extremes is equal to the rectangle contained by the means.
2. Find a mean proportional between two given straight lines.
3. If two straight lines be parallel, the straight line drawn from any point in the one to any point in the other, is in the same plane with the parallels.
4. To erect a straight line at right angles to a given plane, from a given point in the plane.
5. Similar polygons inscribed in circles are to one another as the squares on the diameters of the circles.

[GR. SCH.]

SPHERICAL TRIGONOMETRY.

Time, 1 hr.

1. (1) What is the object of spherical trigonometry? (2) What are the sides of spherical triangles, and how are they measured? (3) What is a quadrantal triangle? When are two triangles said to be polar with respect to each other?

2. The sides of a triangle are  $40^\circ$ ,  $90^\circ$ , and  $125^\circ$ ; find the angles of the polar triangle.
3. In a right triangle prove that—  

$$\sin^2 A = \cos^2 B + \sin^2 a \sin^2 B.$$
4. Write formulas for finding by Napier's Rules the side  $a$  when  $b$ ,  $c$ , and  $A$  are given and for finding the side  $b$  when  $a$ ,  $c$ , and  $B$  are given.
5. Give the formula for finding the area of a spherical triangle.

[Gr. Sch.]

## GREEK AND ROMAN HISTORY.

*Time, 1 hr.*

1. Give a brief account of the constitution and popular institutions of the Spartans.
2. Explain the origin of the Persian wars. Name and give the results of the chief battles resulting therefrom, with dates.
3. Sketch the career of Philip of Macedon. What were the main causes of his success?
4. What facts and events led to the rivalry of Sparta and Athens? What consequences resulted therefrom?
5. Describe the "epoch of civil strife" in the early history of Rome, its causes and results.
6. Explain the part taken by the following persons in influencing the destinies of Rome:—Marius, Hannibal, Julius Cæsar, Tarquin, Augustus, Cicero, Cleopatra.
7. Give a brief account of the Trojan war.

Six Questions make a full paper

[Gr. Sch.]

## GENERAL CHEMISTRY.

*Time, 1 hr.*

1. Explain the source and constitution of the following commercial products:—Bleaching-powder, Dynamite, Gunpowder, Plaster of Paris, Copperas, Chloroform.
2. Define an Acid, an Alkali, a Salt. Which are the chief commercial acids. Describe each one, and enumerate some of their more important uses in the arts.
3. In what way do the following elements or their compounds find useful application in the arts:—Manganese, Magnesium, Strontium, Aluminum, Sulphur.
4. If 10 lbs. of Ammonium Nitrate be decomposed by heat, what will be the weight of each of the products formed?
5. What several substances may be obtained from the following:—Milk, Flour, Water, Marble, Pyrites, Clay.
6. Formulate the following substances:—Acetic acid, Sugar of Lead, Alum, Borax, Slacked Lime.

7. Why are chemical changes expressed by equations. Give an example, and state fully the meaning of each term and sign in the equation.

Six Questions make a full paper.

---

[GR. SCH.]      **ANIMAL AND VEGETABLE PHYSIOLOGY.**      *Time, 1 hr.*

1. Name respectively the nitrogenous and non-nitrogenous constituents of food. Whence is each derived? and what part does each take in the phenomena of nutrition?
2. What is the nature of Fat? its uses in the animal economy? the causes which determine variations in its amount.
3. Explain the nature of digestion? Describe briefly the organs concerned in the process, with the special action and results of each.
4. Describe fully the structure of the Skin. What are its several functions? Explain the relations to the Skin, of the Hair, and Nails.
5. Describe fully the structure of the Eye or Ear.
6. What special features of wood, flower or fruit are exhibited by the following plants: The Pine, the Thistle, the Pea, the Lily, the Moss.
7. What is the normal structure and function of a leaf? To what other functions may it be applied, and how?

Six Questions make a full Paper.

---

**CLASS I.**

[GR. SCH. & CL. I.]      **SCHOOL SYSTEM.**      *Time, 45 Min.*

1. *Mode of Support.* (1) What are the sources of support for Schools? (2) Describe each.
2. *Trustees.* (1) When and how elected? Specify some of their duties. (2) Name the several ways in which a vacancy in the Trusteeship may be filled.
3. *Substitute Days.* Name the several provisions respecting such days.
4. *School Libraries.* Name the provisions under which they may be established.
5. *Duties of Teachers.* With respect to (1) School meetings called by the Principal. (2) Supplies required by the School, or repairs needed. (3) Public Examinations. (4) Employment of Pupils. (5) Enrolment of pupils in graded Schools. (6) Notifications in case of absence from the School. (7) Pupils in the play-ground. (8) Instruction in the principles of Christian morality. (9) Use of any religious Catechism.
6. State how to deal with "Rectified Attendance," as required by the School Return.

## ALTERNATIVE.

Instead of answering the foregoing questions, Candidates may take the following :

Give an outline embodying the principles of the Provincial School System.

II. TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 min.*

1. *Attention.* (1) What is its relation to mental operations? (2) What means would you employ to cultivate it, and what motives would you call into play to secure it? (3) Name some of the obstacles or hindrances to attention, and state how you would deal with them.
2. *Moral Habits.* How would you seek to promote among your pupils the following : (1) Kindness ; (2) justice ; (3) love of truth ?
3. *Faults of Temper.* How do you propose to deal with each of the following : (1) Peevishness ; (2) obstinacy ; (3) querulousness ?
4. *Physical Education.* (1) Its object. (2) The conditions to be observed, so far as the School is concerned. (3) The means to be employed by the teacher for promoting it. (4) Specify some exercises fitted for (1) strengthening the spine ; (2) expanding the chest.
5. *Instruction.* Take one of the following : (a) Outline a course of lessons in *Oral Geography*, and illustrate your method of teaching the subject by means of an example. (b) Describe your method of teaching *History*, either orally or by means of a *text-book*, and write out an illustrative lesson on "Current Events." (c) State the general principles which should guide you in teaching *Physics*, as required by the prescribed Course of Instruction, and illustrate your method by an example.

## ALTERNATIVE.

Instead of the foregoing questions, Candidates may take the following :—A concise account of the *Educational Theories* in the present century, with a criticism on each.

I. GEOGRAPHY. *Time, 1 hr. 30 min.*

## PART I.

1. *Circles on the Globe.* (1) Name the imaginary circles on the globe, and state the use of each. (2) Make a drawing on your paper representing these circles.
2. *Mankind.* (1) Give the usual classification of mankind according to distinctions of form, colour, &c. (2) Name the several nations of the Earth included in each of these classes.
3. *Problems on the Globe.* State how to find (1) the altitude of the sun at noon at a given place on a given day ; (2) how long the sun shines at any place in the North Frigid Zone without setting, and how long he is below the horizon without rising.

4. *The Dominion.* Its chief physical features. Its mode of Government. The several Provinces of which it is composed, with the area and population of each.
5. *British Possessions.* The chief possessions in (1) America; (2) Asia; (3) Africa; (4) Oceania.

#### PART II.

Draw an outline map of Africa, indicating and naming the chief mountain ranges and rivers.

N. B.—The Examiner will allow 70 marks for Part I, and 30 for Part II.

I. II. III.

#### CANADIAN HISTORY.

*Time, 1 hour.*

1. Describe two of the following events:—Battle of Chesapeake; Siege of Ticonderoga; Battle of New Orleans; Discovery of the Great Lakes.
2. What steps were taken by Mr. Pitt, between the years 1758 and 1760, to break the power of France in America? What results followed upon these steps?
3. What changes have taken place in the seat of government of Canada, and for what reasons? Mention facts of interest in connection with these changes.
4. Explain the significance of the following terms:—Executive, Legislative Council, Cabinet, Prime Minister, Civil List, Reciprocity Treaty, Governor in Council.
5. Give some idea of the gradual development of the means of internal communication in Canada.
6. Summarize the condition of Canada during the second period of its history, 1600—1760.
7. State what you know of the earliest settlement of New Brunswick. When was it first made a distinct Province? Who was its first Governor, and when was Fredericton made its Capital?
8. Explain the connection of the following prominent personages with Canadian History:—Cartier, Pontiac, Argall, Lord Elgin, Bigot, General Arnold, La Tour, Montcalm.

N. B.—Six Questions make a full paper.

I.

#### GENERAL HISTORY.

*Time, 1 hr.*

1. Give some account of the life and manners of the ancient Greeks.
2. Into what classes was early Roman society divided? Trace the steps of the conflict that arose between them.
3. When and between whom were the following battles fought:—Thermopylæ, Salamis, Pharsalea, Cannæ, Actium?
4. Sketch the rise and fall of Saracenic power in southern Europe.

5. What are the chief events which mark the age of Charles V.?
6. State briefly what you know of the following personages:—Lycurgus, Xenophon, Pompey, Nero, Cleopatra, Charlemagne.
7. Sketch the principal events which mark the age of Louis XIV. of France.

1. ARITHMETIC. Time, 1 hour, 30 min.
1. Let  $I$  = interest,  $P$  = principal,  $r$  = rate per unit, and  $t$  = time in years, then  $I = Prt$ . From this equation deduce the formulæ by means of which may be solved all the possible cases that can arise in Simple Interest.
  2. Frame and solve suitable examples to illustrate three of the cases referred to above.
  3. (1) Give the formula for finding the amount of a sum placed at compound interest for any number of years. (2) Find the amount of \$12,000 for 16 years, compound interest, at 5 per cent. per annum. (Use contracted method).
  4. Show by means of an example the difference between true and bank discount.
  5. A man devotes .12 of his income to charitable purposes, .25 for the education of his children, .45 for household expenses, and saves the remainder, which is \$350.50; what is his income?
  6. Remitted \$1,500 to my agent, with instructions to deduct his commission at 2 per cent., and invest the balance in flour. What is his commission, and how many bbls. of flour will he purchase at \$6.50 per bbl.?
  7. Extract the cube root of 36 to three places of decimals.
  8. (1) What is the primary unit in the metric system? (2) Name the other primary units based upon it. (3) Find the cost of polishing a surface 3 metres, 6 decimetres long, and 2 metres, 6 decimetres wide, at \$2.50 per sq. metre.

1. NATURAL HISTORY. Time, 1 hr.
1. State what you know of the probable use of the following parts or organs of plants:—Bark, Sepals, Wood, Petals, Stamens, Roots, Tubers, Tendrils, Leaves.
  2. What laws govern the distribution of leaves upon plants? What provision is sometimes made to obviate the injurious results of their possible destruction by frost or insects?
  3. What is the nature of the food of plants? How is it taken in? How disposed of?
  4. For what reasons are Plants properly regarded as living things?
  5. Explain the structure of a Seed? The purpose of each of its parts? The changes which occur in germination.
  6. What common structural features are possessed by all vertebrate animals? How are they respectively modified in the four vertebrate classes?

7. Explain how the rocks of the Earth's crust tell its history.
8. How far is Canada a source of the following useful minerals:—Gold, Iron, Silver, Gypsum, Coal? In what portions of the Dominion are they severally found?

N. B.—Six of the above questions will make a complete paper.

## I. II. &amp; III.

## INDUSTRIAL DRAWING.

Time, 1 hr.

*The Candidate may take Part I. or Part II., not both.*

## PART I.

1. Define and illustrate spiral curve, tangential union, axis of symmetry.
2. Draw from memory one or more units of any decorative form frequently seen in horizontal repetition, and give the name generally applied to the form or to the border or moulding in which it is used.
3. Sketch a square divided into sixteen smaller squares, and upon the construction lines thus formed draw a symmetrical figure of straight lines which you think suitable for use in horizontal repetition.
4. What is an ellipse, and wherein does it differ from an oval?
5. Draw in outline a vase form, using elliptical or ovoid curves.

## PART II.

1. Draw a pattern for making a hollow cube of paper or cardboard, with lines for folding and laps for fastening it in shape.
2. On a scale of one inch to the foot, make a working drawing of a triangular prism 3 feet in length, and having each side 1 foot in width.

(The Candidate is at liberty to substitute the decimetre and centimetre for the foot and inch.)

3. Draw the object on the table.

## I.

## COMPOSITION.

Time, 1 hr.

1. Express in as fitting words as you can the thought in the following passage:—

“ In the woods,  
A lone enthusiast, and among the fields,  
Itinerant in his labour, he had passed  
The better portion of his time; and there  
Spontaneously had his affections thriven  
Amid the bounties of the year, the peace  
And liberty of nature; there he kept  
In solitude and solitary thought  
His mind in a just equipoise of love.”

2. Scan the last four lines of the foregoing passage.

3. Frame sentences to illustrate the shade of meaning between each pair of the following synonyms :—  
*Instruction, Education, Reason, Intellect, Jeopardy, Danger, Aid, Help, Obvious, Clear, Imagination, Fancy.*
4. Name the chief figures of Speech, and give an example of each.
5. Write a short biographical description of some historical personage, or a criticism on some poem with which you are familiar.

### I. GRAMMAR AND ANALYSIS.

*Time, 1 hr.*

1. Give the general and detailed analysis of the following passage :—  

And *thus* before his eighteenth year *was told*  
Accumulated feelings pressed his heart  
*With still increasing weight* ; he was o'erpowered  
By nature ; by the turbulence subdued  
*Of his own* mind ; by mystery and hope,  
And the first *virgin* passion of a soul  
*Communing* with the glorious universe.
2. Parse the words above in *italics*. Define the following : voice, mood, gerund, participle.
3. Distinguish between (1) *The pure infinitive* and *the gerundial infinitive*, and give examples. (2) The gerund and the verbal noun and present participles, and give examples.
4. Give your classification of adverbs (1) as to their function, (2) their meaning.
5. Comment upon such verbs as *methought, him listeth, worth*.

[GR. SCH. & I.]

### ENGLISH LITERATURE.

*Time, 1 hr.*

*Wordsworth's Excursion, Book I.*

1. To what does each of the following quotations refer ?  
  - (1) "So the foundations of his mind were laid."
  - (2) "Yet wanting the accomplishment of verse."
  - (3) "They call upon the hills and streams to mourn."
  - (4) "It pleased Heaven to add  
A worse affliction in the plague of war."
  - (5) "Why feeding on disquietude, thus disturb  
The calm of nature with our restless thoughts?"
  - (6) "Needs must it have been  
A sore heart-wasting."
2. Explain the following words or phrases that occur in the poem :—  
Visionary ; enthusiast ; impending covert ; superstitious eye of love ; self-questioned ; feel his faith ; by the turbulence subdued of his own mind ; the presence and power of greatness.



3. Write briefly the story of Margaret.
4. Quote from the poem about ten consecutive lines.
5. Quote from the poem passages to show the influence of nature upon man's mind.

Candidates for Grammar School License will omit Question 2, and take the following instead :—

Give a brief outline of the history of English Literature during the second half of the nineteenth century.

I. II. III.

## DOMESTIC ECONOMY.

*Time, 1 hr.**For Female Candidates only.*

## PART I.—THEORY.

1. Give some useful hints to clean iron saucepans, tin moulds, and wooden tables.
2. How would you make potato soup?
3. Give directions for boiling beef when you wish to retain the full flavour of the meat! What difference would you make if you specially wished to get a rich soup or broth?
4. Give the outline of a lesson on "Sweeping and Dusting," as if to a class.

N. B.—Work three of the foregoing Questions.

## PART II.—PRACTICE.

(Material,  $\frac{1}{4}$  yd. undressed white cotton.)

Use the cotton furnished you to cut and baste any garment, shewing stitching, pleating, button-hole, feather stitching.

I.

## CHEMISTRY AND AGRICULTURE.

*Time 1 hr.*

1. What natural features in different soils tend to determine either fertility or sterility? How may waste soils be reclaimed?
2. What are the most common impurities in natural waters? How may they be detected? How do they affect the use of such waters for drinking and cooking purposes?
3. How may foods be classified? Give example. What is the chief use of each class in the nutrition of the body? By what digestive organ is each chiefly dealt with?
4. Explain the composition of the following :—Bone, earth, clay, limestone, milk, butter, salt, soda.

5. What general principles should guide the location of dwellings, their ventilation, and drainage?
6. Name some of the effects of alcoholic drinks on the human system, and state in particular their effect on the stomach.

I.

## BOOK-KEEPING.

*Time, 1 hr.*

1. What is meant by Loss and Gain Accounts, and how do they differ from Accounts which show Resources and Liabilities?
2. Which side of an Account is greater when the balance shows a liability? When the balance shows a loss?
3. A \$2,000 Bond which I reckoned among my assets proves to be worthless; how shall I make entry of the fact in my Journal?
4. Give your method of closing a set of Books, (Double Entry), by posting the following transaction and closing the Ledger:—

Commenced business May 1, 1891, with Cash, \$5,000; Mdse. \$3,000, and an accepted Draft for \$300, drawn by Andrew Black on Charles Dean. I owe on a six months' Note, without interest, dated April 1, \$1,000.

Sold to Francis Green, May 4, Mdse. \$310; taking in payment his Note for \$200, and the balance in Cash.

Sold to Henry Irvin, May 7, \$460 of Mdse.

Sold for Cash, May 8, Mdse. \$2,250.

Mdse. on hand, May 9, as per Inventory, \$900.

I.

## NATURAL PHILOSOPHY AND PHYSICS.

*Time, 1 hr.*

1. (1) State Newton's three laws of motion. (2) Show how the third law holds in the case of a stone which is in the act of falling towards the earth.
2. (1) Give the formula to find the height to which a body will rise when projected vertically upwards with a given velocity. (2) A man is rising in a balloon with a uniform velocity of 20 ft. a sec., when he drops a stone which reaches the ground in 4 seconds; find the height of the balloon.
3. With what velocity must a ball be projected vertically upwards to strike the top of a tower 144 ft. high, and how long will it take to reach it.
4. If the power represented by P act in a direction parallel to the plane and support a weight W, solve the following:—  
 $W = 14,267$  lbs., height = 72 ft., base = 1,295; find P.
5. Explain the use of the barometer in measuring heights and as an index of the weather.

I. M.

## GEOMETRY.

*Time, 1 hr. 30 min.*

1. If any two points be taken in the circumference of a circle, the straight line, which joins them, must fall within the circle.
2. The angles in the same segment of a circle are equal to one another.
3. Prove that if one side of a quadrilateral figure inscribed in a circle be produced, the exterior angle is equal to the opposite angle of the quadrilateral.
4. Describe an isosceles triangle having each of the angles at the base double of the third angle.
5. The sides about the equal angles of triangles which are equiangular to one another are proportionals; and those which are opposite to the equal angles are homologous sides.
6. Equal parallelograms which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional.

N. B.—Female candidates will receive credit for any correct work on questions 5 and 6 above.

I. F. &amp; II. M.

## GEOMETRY.

*Time, 1 hr. 30. min.*

*Read this Paper before commencing the work.*

1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
2. If a straight line, falling upon two other straight lines, make the exterior angle equal to the interior and opposite upon the same side of the line, or make the interior angles upon the same side together equal to two right angles, the two straight lines are parallel to one another.
3. Prove that if the opposite angles of a Quadrilateral be equal, the Quadrilateral is a Parallelogram.
4. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by those two sides is a right angle.
5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares on the two parts together, with twice the rectangle contained by the parts.

Female Candidates for Class I. will omit the 1st and 4th of the foregoing Questions, and work the following instead.

- (a) Equal chords in a circle are equally distant from the centre; and conversely, those which are equally distant from the centre are equal to one another.
- (b) In a given circle to inscribe a triangle, equiangular to a given triangle.

N. B.—When Female Candidates have worked this paper, they will receive, on application, the paper set to Male Candidates, and will receive credit for any work thereon, provided the work is in advance of Book IV.

I. M.

ALGEBRA.

Time, 1 hr. 30 min.

1. Find from the following equations the value of
- $x$
- :

$$(1) \quad 3 \frac{3x-1}{x+1} - 2 \frac{2x+1}{x-1} = 5.$$

$$(2) \quad \frac{1}{x^2+1} - \frac{1}{1-x} = \frac{7}{8} \frac{1}{x+1}$$

$$(3) \quad \sqrt{(2x+4)} + \sqrt{(x+20)} - 2\sqrt{(x+11)} = 0.$$

2. Find the value of
- $x$
- and
- $y$
- in the following:—

$$(1) \quad 3x-2y = 5xy, \quad 15x-4y = 4xy.$$

$$(2) \quad xy = x+y, \quad ax = by.$$

3. Find the number, which added to its square root, will make 210.

4. Find two numbers such that their product is equal to their sum, and their sum added to the sum of their squares equal to 12.

5. What is a surd? When are surds said to be similar? Extract the square root of
- $14+6\sqrt{5}$
- .

6. Give the formula for finding the sum of a given number of terms of a Geometrical Progression, the first term and the common ratio being supposed known; and find the sum of 8 terms of the series 4, 2, 1,
- $\frac{1}{2}$
- .

7. Apply the Binomial Theorem to expand
- $(x+a)^6$
- .

I. F. &amp; 2 II. M.

ALGEBRA.

Time, 1 hr. 30 min.

1. From the following equations find the value of
- $x$
- :

$$(1) \quad \frac{x+1}{3} - \frac{3x+1}{5} = x-2.$$

$$(2) \quad \frac{2x-5}{6} + \frac{6x+3}{4} = 5x-17\frac{1}{2}.$$

$$(3) \quad \frac{1-2x}{3} - \frac{4-5x}{6} + \frac{1}{4} = 0.$$

2. Find a number which, when multiplied by 4, is as much above 35 as it was originally below it.

3. The difference of two numbers is 20, and one-half of one of the numbers is equal to one-fifth of the other. Find them.

4. Resolve the following expressions into factors:—

$$(1) \quad x^2+11x+30.$$

$$(2) \quad x^2+13xy-42y^2.$$

5. Apply formulæ to work the following :—  
 (1)  $(x+y+z)^2$ . (2)  $(p-q+v-s)^2$ . Exhibit the work.
6. How is one power of a number divided by another power of the same number ?  
 Show by this rule that  $x^0 = 1$ .

## I. PRACTICAL MATHEMATICS.

Time 1 hr.

- Find the superficial contents of three globes whose diameters are respectively 12, 15, and 31 inches.
2. If the cylinder of a steam engine be 3 ft. in diameter and 5 ft. deep, how much steam can it contain ?
3. The radius of a circle is 10 inches, and the angle of the sector is 60 degrees ; find the area of the segment.
4. State how to find the height of an object standing on a horizontal plane, when the base of the object is inaccessible. Illustrate your answer by means of a diagram.
5. Make a diagram and find the area of a field from the following measurement :—

	To E	
	1125	
To D 260	750	
	625	250 to C
To B 300	300	
	From A	

## CLASS II.

## II. SCHOOL SYSTEM.

Time, 45 min.

1. *Duties of Teachers.* With respect to (1) Instruction in the principles of Christian Morality and Conditions of Health. (2) The School Register. (3) Roll-call. (4) Discipline. (5) Condition of school-room, yards, sheds, and out-houses.
2. *Teachers' Licenses.* (1) The conditions of eligibility for examination. (2) The Provision made for examining the papers of Candidates. (3) The Standards of award.
3. *School Libraries.* (1) The conditions under which the Board of Education can grant aid in this behalf. (2) The class of books that must be excluded. (3) What School officers hold the Library in trust ?
4. *Arbor Day.* (1) Specify the several particulars of the Report which Teachers who observe the Day are required to make to the Inspector. (2) Within what time should such Reports be made to the Inspector ?
5. *County Institutes.* (1) Who are eligible for membership ? What notice should be given to the Trustees to entitle Teachers to be absent from their Schools for the purpose of attending the Institute.

---



---

 II. TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 min.*

1. "As is the Teacher, so is the School." Illustrate the truth of this maxim.
2. How do you propose to deal with the following faults, (1) Indolence, (2) disobedience, (3) impertinence, (4) lying.
3. How do you propose to encourage the following habits, (1) Regular and punctual attendance, (2) diligence, (3) cleanliness.
4. (1) Specify the several benefits that arise from properly conducted physical exercises in School. (2) What means would you adopt to secure that such exercises are properly conducted? (3) Name several exercises and state the specific object of each.
5. (1) State the general principles which should regulate all methods of teaching. (2) Describe your method of teaching *two* of the following subjects: Spelling, Biography, Colour, Writing, Plant Life, Grammar (Oral). (3) Give the outline of a lesson in *one* of the subjects you select as an illustration of your method.
6. (1) Name the three subjects in the prescribed Course of Instruction which you consider the most important for Common Schools. (2) Give your weekly allotment of time for each subject. (3) State the several principles that should regulate the allotment of time.

---

 II. GEOGRAPHY. *Time, 1 hr 30 min.*

## PART I.

1. *The Dominion.* (1) Describe its climate. (2) Name six important minerals and the Provinces in which they are respectively found. (3) Name its chief industries.
2. *Europe.* Name and locate four of each of the following: The chief cities; the chief rivers; the chief mountain ranges.
3. Where are the following places and for what is each noted; Washington, New Orleans, Aberdeen, Belfast, Birmingham, Cairo, Lucknow, Mecca.
4. *Latitude and Longitude.* (1) Define each. (2) Show why the degrees of longitude vary in length at different latitudes.
5. *Problems on the Globe.* Show (1) how to rectify the globe for the latitude of any place, (2) how to find the declination of the sun and the places to which he is vertical on any given day.

## PART II.

Draw an outline map of North America and indicate the great mountain ranges and chief rivers.

N. B.—The Examiner will allow 70 marks for Part I. and 30 for Part II.

## CANADIAN HISTORY.

*(As in Class I.)*

## II.

## BRITISH HISTORY.

*Time, 1 hr.*

1. When and why did the Romans invade Britain? By whom were they opposed? What results followed?
2. Give some account of the condition of England and its people during the period of the Commonwealth.
3. What circumstances led to the following battles, and what consequences followed from each: Battle of Hastings, Flodden, Agincourt, Bosworth, the Nile, the Boyne, Worcester.
4. State what you know of the following events in English History; Spanish Armada, Battle of Blenheim, Black Death, Gordon Riots, Catholic Emancipation, Corn Laws, Hundred Years' War, Crimean War, Peace of Ryswick.
5. What important part did the following persons take in connection with English History: Claudius, Wat Tyler, Phillip of Spain, Mary Queen of Scots, Lord Clare, Duke of Marlborough, Saladin, Wolfe, the Lollards.
6. State what you know of the following: Canterbury Tales, Loss of the White Ship, Mad Parliament, Invention of Printing.

## II.

## ARITHMETIC.

*Time, 1 hr. 30 min.**Exhibit the work.*

1. In a School district a tax of \$500 is to be raised. If the amount of taxable property is \$30,000, what will be the tax on the dollar, and what is A's tax, whose property is valued at \$1,500.
2. If it require 1,200 yds. of cloth  $\frac{5}{4}$  yd. wide to clothe 500 men, how many yards  $\frac{5}{4}$  yd. wide will it take to clothe 960 men.
3. A man owned  $\frac{2}{3}$  of a ship and sold  $\frac{3}{8}$  of his share for \$4,725; what was the whole ship worth?
4. If  $I = Prt$ , give the formula for finding  $r$ ; frame and solve a suitable question to find the value of  $r$ .
5. From the sum of  $5\frac{1}{2}$  take  $3\frac{1}{4}$  and divide the remainder by .0326.
6. What will it cost to paint the walls of a room 10 ft. 3 in. high, 36 ft. long by 24 ft. wide, at 8 cts. per sq. yard?
7. (1) What is the English equivalent in inches of the kilometre? How many kilometres in 376 decimetres?

## II. NATURAL HISTORY.

Time, 1 hr.

1. Explain, with illustrations, the principles upon which we classify the objects of Nature.
2. State what you know of the qualities and the distribution of the following metals :—  
Gold, Aluminum, Silver, Mercury, Nickel, Tin.
3. Wherein have the leaves of the following plants features in common, and wherein do they differ : Maple, Willow, Elm, Dandelion, Lily, Pine. Illustrate their difference, as far as possible, by neat diagrams.
4. What is the purpose, respectively, of Stamens and Pistils as parts of a Flower? What is the structure of each? Are both present in *all* Flowers?
5. Explain and illustrate some of the provisions by which Seeds are dispersed.
6. Enumerate the features which especially characterize Animals from Plants.

## INDUSTRIAL DRAWING.

(As in Class I.)

## II. COMPOSITION.

Time, 1 hr.

1. Define substitution, transposition and contraction, and give an example of each.
2. Change the following passage from the metrical to the prose order :—

The Chief in silence strode before,  
And reached that torrent's sounding shore,  
Which, daughter of three mighty lakes,  
From Vennachar in silver breaks,  
Sweeps through the plain, and ceaseless mines  
On Bochart the mouldering lines,  
Where Rome, the empress of the world,  
Of yore her eagle-wings unfurled.

3. Arrange the following clauses into a compound sentence :—

A. Two or three of the garrison were slain by the heavy discharge.

+ B. Several others were wounded.

1a<sup>1</sup> b<sup>1</sup> The discharge continued as thick and sharp as hail (*adj.*)

1a<sup>2</sup> b<sup>2</sup> While every arrow had its individual aim *dv. conces.*)

2a<sup>2</sup> b<sup>2</sup> Flew by scores together against each embrasure and opening in the parapet (*adv. conces.*)

4. (1) What is meant by a narrative paragraph? (2) What law must be observed in narration? (3) Construct a narrative paragraph on "A Sail in a Boat."



## II. GRAMMAR AND ANALYSIS.

Time 1 hr.

1. Give the general and particular analysis of :—

"Art is long and Time is *fleeting*,  
And our hearts, though stout and brave,  
Still like muffled drums are beating  
Funeral marches to the grave."

2. Parse the words in *italics* in the foregoing stanza. What is a pronoun? Name the several classes of pronouns and give an example of each.
3. (1) Name the parts of speech that are not inflected. (2) Inflect (if possible) for both numbers each of the following: *who, it, he, I, that, ox, sheep*.
4. Give the past tense and past participle of each of the following verbs:—*strive, steal, shout, lie, lay, drown, shave, swim, eat, drink*.

## II. ENGLISH LITERATURE.

Time, 1 hr.

1. Name the author of each of the following quotations, and the poems from which they are taken :—

- (1) "It was a cove, a huge recess,  
That keeps till June, December's snow."  
(2) "He burned before his Monarch's eye  
To do some deed of chivalry."  
(3) "It was the time when lillies blow,  
And clouds are highest up in air."  
(4) "How often have I blessed the coming day,  
When toil, remitting, lent its turn to play."

2. Quote two consecutive stanzas from the "Psalm of Life."  
3. Write short notes on the *italicised* words and phrases in the following :—

- (1) Theme of *primeval prophecy*.  
(2) The *erring blade* found bloodless sheath.  
(3) *Methinks* thy jubilee to keep.  
(4) *What time* the pea puts on the bloom  
Thou fliest the *vocal vale*.

4. Quote two examples of each of the following figures of speech from poems in Readers IV. or V. Simile, metaphor.  
5. Give the derivation and meaning of the following words:—*invulnerable, carbonaceous, latent, impending, undulations*.

---

**DOMESTIC ECONOMY.***Time, 1 hr.**(As in Class I).*

---

**I. CHEMISTRY AND AGRICULTURE.***Time, 1 hr.*

1. What part do starch and sugar play (1) in the growth of plants, (2) in the growth of animals?
  2. Explain the effects of exercise, temperature and clothing upon the maintenance of health.
  3. What general principles should guide the feeding and housing of cattle.
  4. Describe carbolic acid, chlorine, nitrogen.
  5. What are the chief varieties of (1) natural and (2) artificial manures. Explain their utility.
  6. Describe briefly the effects of alcohol on the liver.
- 

**II. BOOK-KEEPING.***Time, 1 hr.*

1. Explain the use of Ledger, Day Book and Cash Book respectively.
  2. Why is it best to explain the nature of the Ledger before explaining the use of other books.
  3. What is meant by creditor, draft, assets, liabilities, invoice?
  4. Make proper Ledger entries for the following :—

John Smith commences the year's business with a balance due him from Robert Young, \$250. He owes Edgar Holt \$400. He buys goods from Young to the amount of \$300, and sells them immediately to Holt at 10 per cent. profit.
  5. Write out the form of a Sight Draft.
- 

**II. PHYSICS.***Time, 1 hr.*

1. Explain the terms :—Gravity, specific-gravity, electric attraction, cohesion, adhesion
2. Describe experiments to show that friction produces electricity.
3. What is the purpose of lightning rods? Show how they act
4. Give familiar facts to illustrate the principles of capillary attraction.
5. Describe experiments to show that air presses equally in all directions.
6. Show why a barometer may be used for measuring the height of mountains.

I. F. &amp; II. M.

## GEOMETRY.

Time, 1 hr. 30 min.

*Read this Paper before commencing the work.*

1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
2. If a straight line, falling upon two other straight lines, make the exterior angle equal to the interior and opposite upon the same side of the line, or make the interior angles upon the same side together equal to two right angles, the two straight lines are parallel to one another.
3. Prove that if the opposite angles of a quadrilateral be equal, the quadrilateral is a parallelogram.
4. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by those two sides is a right angle.
5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares on the two parts together, with twice the rectangle contained by the parts.

Female Candidates for Class I. will omit the 1st and 4th of the foregoing questions, and work the following instead:—

- (a) Equal chords in a circle are equally distant from the centre; and conversely, those which are equally distant from the centre are equal to one another.
- (b) In a given circle to inscribe a triangle, equiangular to a given triangle.

N. B.— When Female Candidates have worked this paper, they will receive, on application, the paper set to Male Candidates, and will receive credit for any work thereon, provided the work is in advance of Book IV.

I. F. &amp; 2 II. M.

## ALGEBRA.

Time, 1 hr. 30 min.

1. From the following equations find the value of  $x$

$$(1) \frac{x+1}{3} - \frac{3x+1}{5} = x-2.$$

$$(2) \frac{2x-5}{6} + \frac{6x+3}{4} = 5x-17\frac{1}{2}.$$

$$(3) \frac{1-2x}{3} - \frac{4-5x}{6} + \frac{13}{2} = 0.$$

2. Find a number which, when multiplied by 4, is as much above 35 as it was originally below it.

3. The difference of two numbers is 20, and one-half of one of the numbers is equal to one-fifth of the other. Find them.
4. Resolve the following expressions into factors :—
  - (1)  $x^2 + 11x + 30$ .
  - (2)  $x^2 + 13xy - 42y^2$ .
5. Apply formulæ to work the following :—
  - (1)  $(x+y+z)^2$ . (2)  $(p-q+r-s)^2$ . Exhibit the work.
6. How is one power of a number divided by another power of the same number ? Show by this rule that  $x^0 = 1$ .

### CLASS III.

III.

#### SCHOOL SYSTEM.

*Time, 45 min.*

1. When should the Annual School Meeting be held ? What business should be transacted at it.
2. Who are eligible for election to the Trusteeship ? How long do Trustees hold office ?
3. What is the duty of a Teacher with respect to (1) Trustees' Returns ; (2) Roll-call ; (3) Public Examinations ; (4) Time-Tables ; (5) Temperature and cleanliness of the School-room.
4. When does the School Year begin and end ?
5. What is the nature of the Teacher's Contract with the Trustees ? When may the Contract continue from School Year to School Year without being renewed ?

III.

#### TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 min.*

1. (1) Name some of the conditions upon which good order in school depends ? (1) What means do you propose to employ to secure good order ?
2. (1) What is your opinion about keeping pupils in during recess or after school hours ; (2) Give your reasons.
3. (1) What subjects in the course of instruction do you propose to devote most attention to ? Why ? (2) Give your weekly allotment of time for such subjects.
4. (1) Name the several methods employed in teaching the first steps of Reading. (2) Which method do you propose to use ? (3) Why ? (4) Describe it ?
5. (1) In what way do you propose to lead your pupils to a proper conception of a Map ? (2) At what stage would you introduce the map of the World ? Why ? (3) What use would you make of it ?
6. (1) What qualities would you seek to impart to your pupils in the subject of Arithmetic ? (2) What means would you adopt to secure these qualities ?

## III.

## GEOGRAPHY.

*Time, 1 hr. 30 min.*

## PART I.

1. *North America.* Its boundaries? (2) Name the four great natural regions into which it is divided? (3) Name the chief rivers that flow into the Arctic Ocean
2. *Europe.* (1) Its area? (2) Its population? (3) The countries that border on the Mediterranean Sea? (4) The principal islands in the Mediterranean Sea? (5) The principal peninsulas of the Continent.
3. *New Brunswick.* (1) Its area? (2) Its population? (3) Its chief industries? (4) Its chief exports and imports? (5) Describe its surface.
4. Explain the following terms:—Latitude, longitude, tropics, isthmus, lake, oasis.

## PART II.

Draw an outline map of New Brunswick with the chief Rivers and Towns accurately marked.

N. B.—The Examiner will allow 70 marks for Part I. and 30 for Part II.

## CANADIAN HISTORY.

(As in Class I.)

## III.

## ENGLISH HISTORY.

*Time, 1 hr.*

1. State the chief events connected with the Roman conquest of Britain.
2. State what you know of the following personages in connection with English History:—Philip of Spain, William the Conqueror, Robert Bruce, Joan of Arc, Lady Jane Grey, Duke of Marlborough, Duke of Wellington.
3. State what you know of the conduct and results of the First Crusade.
4. Explain the following:—Spanish Armada, Feudalism, Magna Charta, Rebellion of the Percies, Gunpowder Treason, War of the Roses, War of Spanish Succession, South Sea Bubble.
5. Give some account of the life of one of the following Sovereigns:—Richard I., Richard III., Elizabeth, Henry V.
6. What circumstances led to the following battles, and what were their results:—Poitiers, Dunbar, Flodden, Trafalgar, Yorktown, Inkerman, Alexandria.

N. B.—Five Questions make a full paper.

### III. ARITHMETIC. Time, 1 hr. 30 min.

*Exhibit the work.*

1. A. bought a farm for \$2,500, and after spending \$420 on improvements on it, he sold one-half of it for \$1,800 at \$30 an acre ; how many acres did he buy, and at what price per acre ?
2. Divide \$390 between A. and B., so that A. shall have  $\frac{1}{3}$  more than B.
3. Bought 40 bbls. flour at \$4.75, and sold the whole for \$340 ; what was my gain per cent.
4. Reduce 1 acre to square feet, and prove the correctness of your answer by reversing the process.
5. From  $1\frac{1}{2}$  take  $\frac{2}{3}$ , and divide the remainder by  $\frac{1}{3}$  of  $\frac{1}{3}$ .
6. Make out a proper account for the following items : —  
     Jas. Thomas bought of T. Lawrence, Mar. 4, 1881, 16 yds. of cotton, at 10 cts. Mar. 9, 30 lbs. tea, at 35 cts. April 1, 40 lbs. sugar, at 8 cts. April 15, 6 bbls. flour, at \$6.50.
7. Express each of the following quantities in grammes : — (1) 7·4 decagrammes. (2) 984 centigrammes. (3) 386 decigrammes.

### III. USEFUL KNOWLEDGE. Time, 1 hr.

1. State briefly the effects of alcoholic drink on the human system. State with some detail their effects on the lungs.
2. *Chief Minerals of New Brunswick.* (1) Name them. (2) Their use. (3) Where found chiefly.
3. Name the principal trees of the forest and the uses to which they are severally applied.
4. Describe the motions of the Earth as in Reader III.

### INDUSTRIAL DRAWING.

(As in Class I.)

### III. COMPOSITION. Time, 1 hr.

1. Make the necessary corrections in the following : — It ain't the case. I believe it to be no other but him. He gone to tell the gardner. He hadn't ought to have spoken so. He need not have told him. There was a raise in the river yesterday. Who do you take that man to be ?

2. Put into prose the following : —

“Then shook the hills with thunder riven ;  
Then rushed the steed to battle driven,  
And louder than the bolts of heaven  
Far flashed the red artillery.”

3. Construct a complex sentence containing an adjective clause modifying the object of the principal clause.

4. Write a letter to a friend, describing the place — not the house — where you live.  
( Use fictitious names ).

### III. GRAMMAR AND ANALYSIS.

Time, 1 hr.

1. Give the general and particular analysis of the following :—

*We thought, as we hollowed his narrow bed,  
And smoothed down his lonely pillow,  
That the foe and the stranger would tread o'er his head.*

2. Parse the *italicised* words in the above.

3. Define the following :—Preposition, adverb, conjunction, tense, case, inflection.

4. Name the several ways by which the plural of nouns is found and give an example of each.

5. Give the past tense and past participle of—Give, go, hear, make, bear, sit, see.

6. Write the 3rd person plural of each tense of the Indicative mood of the verb *feel*.

### III. ENGLISH LITERATURE.

Time 1 hr.

1. (a) Name the authors of the following quotations. (b) The poem from which the quotation is made.

1. “In childhood's home I lingered near  
The hallowed seat with listening ear.”
2. “Beware of saying ‘I can't ;’  
’Tis a cowardly word, and apt to lead  
To idleness, folly and want.”
3. Thou hast no sorrow in thy song,  
No winter in thy year.”
4. “Toiling, rejoicing, sorrowing,  
Onward through life he goes.”

2. Quote one stanza of the “Village Blacksmith,” or two consecutive stanzas of “Boadicea.”

3. Express in your own words the thought contained in the following :—

“Then the progeny that springs  
From the forests of our land,  
Armed with thunder, clad with wings,  
Shall a wider world command.”

4. Give the meaning and derivation of the following words :— Disaster, imposition, contract, expulsion, fidelity, reversible.

### DOMESTIC ECONOMY.

(As in Class I.)

FOR FRENCH CANDIDATES ONLY. REG. 31, NOTE Time, 1 hr.

1. Translate the following passage into English :—

C'était au palais Merchand, au centres de la ville, dans son *plus riche* quartier. Aussitôt il *donne* des ordres, il les multiplie. Le jour *venu*, lui-même *y court* ; il menace la jeune garde et Mortier. Ce maréchal lui montre des maisons *couvertes* de fer ; illes sont toutes fermées, encore *intactes*, it sans la *moindre* effraction ; cependant une fumée noire en sort déjà. Napoleon tout *pensif* entre dans le Kremlin. Son ambition est flattée de cette conquête ; on *l'entend* s'écrier : "Je suis donc enfin dans Moscou, dans l'antique palais des Czars ? dans le Kremlin !" Il en examine tous les détails avec un orgueil *curieux* et satisfait.

2. Parse the words in *italics* in the preceding passage.

3. Put into French the following sentences :—

I am delighted that you speak so distinctly. It is necessary that I should bring him these letters which the Secretary has just written. He ended by yielding the point, but he thinks he is right.

### III.

### FRENCH.

Time, 1 hr.

1. Translate the following passage into English : "Deux petits garçons, *ayant trouvé* une noix, se la *disputèrent* vivement. Elle est à moi, dit l'un d'eux ; car c'est moi qui l'ai *vue* le premier. Non, mon cher, elle m'*appartient*, répondit l'autre ; car c'est moi qui l'ai *ramassée*. Ils en *venaient* déjà aux mains, lorsqu'un jeune homme, qui était témoin de la dispute, *leur* dit ; venez, je *vais* vider votre querelle. Il se plaça entre les deux petits garçons, cassa la noix et dit ; l'une des coquilles appartient à *celui* qui le premier a vu la noix, l'autre *sera* pour celui qui l'a ramassée. Quant à l'anande, je la garde pour prix *du* jugement *que j'ai rendu*.

2. Parse the words *italicized* in the passage above.



- 
3. Translate into French the following : " Fire is but little less useful than water and air. Without fire man could not exist in cold countries. He would find it difficult to live even in temperate climates. Since without it he could neither cook his food, nor forge metals. The lower animals do not know how to produce fire for their wants. Savages kindle fire by rubbing together rapidly two pieces of wood. Fire often causes the most cruel disasters ; and people should take the greatest care to protect themselves from it.

---

PART III.

---

APPENDICES.

---



## APPENDIX A.

---

### REPORT OF THE CHANCELLOR OF THE UNIVERSITY FOR YEAR ENDING DECEMBER, 1891.

---

*To His Honor the Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G., L. L. D.,  
Lieutenant Governor of the Province of New Brunswick.*

MAY IT PLEASE YOUR HONOR, —

In conformity with the requirements of the Act establishing the University of New Brunswick, I beg to submit to Your Honor the following report on the state of University and the Collegiate School for the year ending December, 1891.

During the past year the Senate of the University have done their utmost to provide for the increasing demand for better facilities in the Chemical and Physical Laboratories. The Chemical Laboratory has been enlarged, and increased accommodation has been provided for students engaged in practical work.

The grant of one thousand dollars for the purchase of electrical apparatus has enabled the Professor of Physics to offer special facilities to students intending to become electrical engineers. Prof. Duff during the vacation visited London, Berlin, and Frankfort, at his own expense, for the purpose of selecting electrical apparatus.

In the Department of Civil Engineering, the efficient and painstaking services of Professor Strong were highly appreciated by the Senate and by the Provincial Government. The purchase, by the latter, of a new Theodolite, furnished with the latest improvements, from Buif & Berger, of Boston, shows the importance attached to the work of this Department.

The retirement of Prof. Strong to accept a more lucrative position in Montreal left a vacancy, which the Senate were extremely fortunate in being able to fill by the appointment of Professor W. Kendrick Hatt, B. A., of the University of New Brunswick and Civil Engineer of Cornell University. Prof. Hatt presented testimonials of the most satisfactory character from Prof. Fuertes, the head of the engineering department of Cornell University, and from the Managers of Railways, both in the United States and Canada. Since his appointment he has given his undivided energies to the work of his department, and has ably carried on the work of his predecessor.

The new Alumni Professor of Mental and Moral Philosophy and Political Economy, Mr. W. C. Murray, after a most brilliant and distinguished course in the University of Edinburgh, has come back to his native province, and has entered upon the duties of his chair with vigor and enthusiasm.

It is a significant fact, that the three latest appointments made by the Senate have met with general approval, for the reason that the Professors appointed, besides being well qualified, are all former graduates of the University of New Brunswick.

It is satisfactory to be able to report that while the University is offering to the youth of the Province special advantages in Natural Science and Chemistry, in Physics, and in Civil Engineering and Land Surveying, the Senate, with the powerful aid of the Alumni, have been able at the same time to make provision for the highest instruction in Philosophy and Economics, as well as in Literature.

Dr. Douglas Hyde, M. R. I. A., who filled the chair of English and French during Professor Stockley's absence for one year, left the stamp of excellence and perfection upon his educational work in this University, and added to his former reputation as a scholar and author, the reputation of being a clear and forcible lecturer and tutor.

The benefactions to the University during the past year are deserving of special mention in this report.

In addition to the encouraging help from the Alumni already mentioned, I have the honor to report that William Nevins, Esq., of Liverpool, G. B., formerly a student of this University has sent a Bill of Exchange for twenty pounds sterling in aid of the Alumni Professorship fund.

The Rev. C. P. Hanington, B. A., Rector of Johnston, Queen's Co., has given the Senate a deed of a lot of land lying between the College grounds and the Canadian Pacific Railroad. This lot is especially valuable as securing to the University the right of way through the grove at the foot of the College Hill.

A valuable donation to the Library of the University has been made by Miss Wetmore, of Boston. It consists of one hundred and twenty-nine volumes of works by standard authors, from the library of her brother the late Sydney Wetmore, Esq.

Messrs. Macmillan & Co., of London, have also kindly contributed valuable text books.

The University has, during the last year, been the recipient through the kindness of Tappan Adney, Esq., of New York, of a very valuable collection of the eggs and nests of North American birds. Dr. Bailey, describes the collection as "including over a thousand eggs, representing over two hundred species of birds, all of which have been identified by the best authorities. A full index accompanies the collection, arranged according to the Code and Check Lists of the American Ornithological Union, with scientific and common names, date and locality of collection, measurements, and other data. It is thus a typical collection, which will be of great service to students for purposes of reference. It is also valuable as including a number of very rare eggs, such as the Bachman's Sparrow, Bronzed Grackle, etc., and exceptional forms of common eggs. The collection has been arranged, (with Mr. Adney's kind assistance) in a suitable case for preservation and exhibition."

Philip Cox, Esq., B. Sc., Principal of the Newcastle High School, has contributed birds of several kinds to the Museum.

The late Andrew Coburn, jr., formerly an Honour student in this University, shortly before his lamented death, gave his college books as a prize to be offered for competition as the Faculty might direct, and left to the Museum specimens illustrating human anatomy.

It will be seen from the above instances, that the University has not been forgotten, and that very much good may be done without the possession of great wealth.

The University Extension Movement in the city of St. John is due very largely to Professor Duff's energy and genius for organization. As the history of the movement in this Province may hereafter prove to be of great interest, I beg to embody in this report certain documents which will shew clearly with whom it originated.

The Rev. John deSoyres, M. A., formerly University Extension Lecturer in connection with the University of Cambridge, in an address given in the University of New Brunswick at the Encœnia of 1890, eloquently advocated the introduction of the University Extension method into this Province. Prof. Bailey, in his Encœnia address in 1891, also recommended that an attempt in this direction should be made.

At a meeting of the University Senate held on the 9th of October, 1891, a letter on the subject from Profs. Stockley and Duff was submitted by the President. The letter reads as follows :—

*To the Members of the Senate of the University of New Brunswick,*

GENTLEMEN :

We beg to ask your approval of a scheme which we have been considering for further increasing the usefulness and strengthening the position of the University in the Province. It is an imitation of English University Extension Lecture Courses which have taken such a hold in the country, and have been found to meet very satisfactorily, a long-standing want. In every large centre of population there are many who are anxious to continue their education beyond even the secondary school stage, but who cannot see their way to spending three or four years in a University town many miles away from their homes. As they cannot go to the University, the latter should, so far as possible, come to them. Acting on this principle the English and Scottish Institutions, (followed by several American Institutions) have established successfully, courses of lectures in many centres of population and have thus afforded to many, some at least of the advantages of University Education, without the difficulties usually attendant thereon.

The large number of candidates who appeared for the mid-summer Matriculation Examination last June, (many of whom do not contemplate studying at any University) the enthusiasm displayed at the organization of an Alumnæ Society in connection with the Victoria School, and many other circumstances, notably the strong approval of the scheme given by the St. John Natural History Society on Tuesday last, seem to show that a course of University Extension Lectures would be taken advantage of by many young men and women in St. John, and we propose the following scheme for the purpose. It is of course to be understood that these are not to be merely popular lectures where all however unprepared may seek an evening's amusement and recreation. They are intended especially for graduates of the city high schools, for teachers and for all of whatever age, who, if they could, would seek University Education elsewhere ; and who are eager and willing even at the expense of considerable time and work on their own part to avail themselves of whatever measure of University Education can be brought to their doors. It is proposed that the lectures should be delivered in the evening so as not to interfere with the occupations of the day, and that the following subjects should be dealt with in a systematic course of ten lectures, (one per week) in each subject,

viz:—Geology, Botany, Zoology, Chemistry, Physics, English Literature, Political Economy, Modern History, Ancient History and Philosophy—five scientific and four literary or philosophical subjects.

In regard to lectures, Dr. Bailey, Prof. Murray, and ourselves two, are willing to deliver one evening lecture each per week, and we have promise of assistance from prominent and capable men in St. John to complete our list of lectures.

We ask your approval of the scheme because (1) it will strengthen the position of the University by making it better known and better appreciated, (2) it will entail no expense on the University, (3) it will not interfere with our University work, (4) it will we hope be the means of drawing students to the University, and (5) if we do not occupy the field we are likely soon to be anticipated much to the detriment of the University.

A. WILMER DUFF,  
W. F. STOCKLEY.

The Senate passed unanimously a resolution approving of the proposition set forth in the above letter, upon the condition that no part of the expense should come out of the University funds.

The successive steps in the history of the movement in this Province are shown by the issue of the following notices:—

## THE UNIVERSITY OF NEW BRUNSWICK'S SCHEME OF UNIVERSITY EXTENSION CLASSES.

### LECTURERS FOR 1891-92.

REV. D. MACRAE, M. A., D. D.  
REV. J. DE SOYRES, M. A.  
G. F. MATTHEW, M. A., F. R. S. C.  
GEORGE U. HAY, PH. B.  
I. A. JACK, M. A., D. C. L.

A. A. STOCKTON, D. C. L., LL. D.  
A. E. MACINTYRE, F. C. S.  
PROF. L. W. BAILEY, M. A., PH. D.  
PROF. W. F. STOCKLEY, M. A.  
PROF. A. W. DUFF, M. A.

PROF. W. C. MURRAY, M. A.

A method, known as "University Extension," of increasing the usefulness of existing universities, has for nearly twenty-five years lived and flourished in Great Britain, and has also within the last year been tried with amazing success in the United States. Up to the present no Canadian University has made trial of the plan. The University of New Brunswick, having decided to open a course of University Extension Lectures in St. John, asked and received promise of support in the undertaking from the Natural History Society and many influential gentlemen in St. John. Of these several have agreed to deliver courses of lectures in connection with the scheme. Their names will be found in the list of lecturers above. Three, Messrs. J. D. Hazen, M. P., J. V. Ellis and G. U. Hay, agreed to act with Professors Stockley and Duff as an Executive Committee; and the following have consented to act with the Lecturers and Executive Committee as a General Committee to aid in making the

scheme and its purposes known and appreciated in the city, viz.: His Worship Mayor Peters, H. J. Thorne, Esq., Dr. Thomas Walker, Dr. Murray McLaren, Rev. George Bruce, Jonas Howe, Esq., Dr. Boyle Travers, Ezekiel McLeod, M. P., J. E. B. McCready, Esq., S. D. Scott, Esq., John March, Esq., Dr. F. E. Barker. The Executive Committee elected Prof. Duff, Secretary, and is now enabled to publish the following scheme of lectures, to begin on Monday, November 23rd, and to be continued during the succeeding weeks on the same day:

MONDAY, Physics,	-	-	-	-	-	(8 lectures), PROF. DUFF.
TUESDAY, History of England, 1640-1659,	-	-	-	-	-	(8 lectures), REV. J. DE SOYRES.
WEDNESDAY, Botany,	-	-	-	-	-	(8 lectures), MR. G. U. HAY.
THURSDAY, Philosophy,	-	-	-	-	-	(8 lectures), DR. D. MACRAE.
FRIDAY, Zoology,	-	-	-	-	-	(8 lectures), DR. BAILEY.

A full outline of each course will be published shortly. Each lecture will begin at 8 p. m. The lectures on Botany and Zoology will, through the kindness of the Natural History Society, be delivered in the Natural History Society's Rooms, in the Market Building, on Charlotte Street. The lectures on History, Physics and Philosophy will, through the kindness of the Board of School Trustees, be delivered in the large hall of the Centennial School Building, on Brussels Street.

On the completion of the above courses (about the end of January) the following will succeed them:

ENGLISH LITERATURE,	-	-	-	-	-	PROF. STOCKLEY.
GEOLOGY,	-	-	-	-	-	MR. G. F. MATTHEW.
CHEMISTRY,	-	-	-	-	-	MR. A. E. MACINTYRE.
POLITICAL ECONOMY,	-	-	-	-	-	PROF. MURRAY.
LAW, { Its Nature and Origin,	-	-	-	-	-	DR. I. A. JACK.
{ Private Wrongs and their Remedies,	-	-	-	-	-	DR. A. A. STOCKTON.

As we are unable yet to give a definite account of how each class will be conducted, a matter that will ultimately rest with the individual lecturers, we append the following brief account of the aim and methods of University Extension in England, and state that for the present we shall, so far as possible follow them.

The first definite proposal for University Extension was made by James Sewell, of Exeter College, Oxford, in 1850, in a pamphlet in which he put the question, "Though it may be impossible to bring the masses to the University, may it not be possible to carry the University to them?" His answer was "yes"; but his brilliant suggestion bore no fruit until 1867, when James Stuart delivered the first course of University Extension Lectures on the History of Physical Science to Lancashire and Yorkshire audiences, six hundred strong. The seed he thus sowed has grown into a mighty tree, whose branches now cover large parts of Great Britain, until in 1890 no fewer than 40,187 students attended University Extension Lectures in England alone, while in the same year over 50,000 students attended the classes of the American Society for Extension of University Teaching, whose headquarters is Philadelphia.

The aim of the movement is to take the University to all who cannot go to it. Its method of doing this is by establishing in neighboring centres of population courses



of systematic lectures, delivered by specially appointed University lecturers, on the ordinary subjects of a University curriculum. These lectures are attended by men and women of every age, position, and occupation. The service they can render to some, such as teachers, mechanics, and others is obvious. But it is to be understood that University Extension knows no social distinctions. The Oxford Extension Report of 1891-92 tells us that among those who obtained certificates of distinction were a national schoolmistress, a young lawyer, a plumber, and a railway signal man; while two brothers, pitmen, walked from a village four miles away over wretchedly bad roads in all kinds of weather to attend a lecturing centre.

Each course consists of six elements, viz.: lectures, classes, syllabus, weekly papers, examinations, certificates. The lectures are intended to stimulate the hearers to private reading and to form simply starting points for study. The printed syllabus gives an outline of the lectures and references to books for private reading. The weekly papers are on subjects suggested by the lecturer and are returned with marginal comments. The "class" is a half hour or more after the lecture given to conversation on the subjects of the papers and lectures. Each course closes with an examination followed by a University certificate based on both weekly papers and examinations. Many, of course, attend the lectures who have no time to avail themselves of the other parts of the machinery.

It will be seen that the scheme is one of real educational work, and as we believe it will open to many an avenue to higher education and be of great general benefit to the community, we ask all to aid us in making it and its merits known. Especially we ask the office-bearers of unions, societies and clubs to make it known to their fellow members.

Copies of this pamphlet can be had at the *Globe* Office, or from Mr. G. U. Hay 306 Princess Street), or the Secretary (University, Fredericton), from whom also any additional information may be obtained.

Intending students are requested to send their names to Mr. Hay, or the Secretary, and they will receive syllabuses of the lectures as soon as printed.

The fee for each course of eight lectures will be one dollar.

A general Inaugural Address will be delivered by Rev. Mr. de Soyres, on Monday, November 16th. The arrangements for it will be published later.

A. WILMER DUFF,  
*Secretary.*

The University, Fredericton, October 22nd, 1891.

## SUBJECTS OF UNIVERSITY EXTENSION LECTURES.

### (FIRST COURSE.)

ENGLISH HISTORY (1640-1659), - - REV. J. DE SOYRES, M. A.

The History of the fall of Monarchy in England, from the meeting of the Long Parliament to the abdication of Richard Cromwell.

---

The object of the lectures will be to assist the student in forming a dispassionate estimate of the causes which led to the outbreak of the Civil War, the influence of religious opinion upon political parties, the victory of the parliamentary coalition, and its final disintegration under Oliver Cromwell.

BOTANY, - - - - - G. U. HAY, PH. B.

1. Introductory.—The Plant as a whole—Mode of Growth, Habits, Uses.
2. Plant Physiology—How the Plant Lives and Grows.
3. Morphology of Roots and Stems.
4. Morphology of Leaves and Flowers.
5. The Fruit and Seed.
6. Fertilization of Flowers.
7. Classification of Plants.
8. Ferns and their Allies.

PHILOSOPHY, - - - - - REV. D. MACRAE, M. A., D. D.

The movement of Philosophic thought from Thales to Aristotle.

ZOOLOGY, - - - - - PROF. L. W. BAILEY, M. A., PH. D.

1. Introductory—Nature and use of Animal Organs.
2. Man as a Type of Organization.
3. Man (continued).
4. Man as a Vertebrate Animal.
5. Invertebrates—Group 1—Articulates.
6. Invertebrates—Group 2—Mollusca.
7. Invertebrates—Group 3—Radiata.
8. Protozoa—Conclusion.

SOUND (illustrated by experiments), - - - - - PROF. A. W. DUFF, M. A.

1. Nature and Propagation of Sound Waves.
2. Causes of Pitch, Intensity, Quality of Sounds.
3. Velocity of Sound in Gases, Liquids, Solids.
4. Stationary Vibrations, Harmonics, (Young's principle).
5. Vibration of Rods and Plates.
6. Sympathetic Vibrations, Organ Pipes, Phonograph.
7. Interference of Sounds, Beats, Dissonance.
8. Outline of Physical Theory of Music.

---

## SUBJECTS OF UNIVERSITY EXTENSION LECTURES.

(SECOND COURSE.)

GEOLOGY, - - - - - G. F. MATTHEW, M. A., F.R.S.C

1. *Cosmical*.—The Earth among its fellows.  
*Physiographical*.—How the mountains were built and the seas were gathered.

2. *Lithological*.—Mineral species found in the rocks.
3. *Lithological*.—The Rocks which form the Earth's crust.
4. *Historical*.—The Age of Invertebrates.
5. *Historical*.—The Age of Fishes and that of Coal Plants.
6. *Historical*.—The Age of Reptiles. The Age of Mammals.
7. *Dynamical*.—Action of Air, Water, and Living Beings in modifying the Surface of the Earth.
8. *Dynamical*.—Action of Heat, Volcanoes, Hot Springs, Mineral Veins.

*Books of Reference.*

Dana's Manual of Geology.  
 Dawson's Acadian Geology.  
 Lyell's Elements of Geology.  
 Shaler's Aspects of the Earth.

CHEMISTRY, - - - - -

A. E. MACINTYRE, F.C.S.

1. Introduction. Classification and preparation of the Elements.
2. The Elements (continued).
3. The Elements and the Atmosphere.
4. Theories of Matter.
5. Ammonium, Halides of the Elements.
6. Halides of the Elements (continued).
7. Oxides and Sulphides of the Elements.
8. Oxides and Sulphides (continued). Periodic Law.

*Books of Reference.*

"Chemistry," by Crum Brown (1 shilling).  
 "Inorganic Chemistry," by Ira Remsen (recommended — about \$4.00).

POLITICAL ECONOMY, - - - - -

PROF. W. C. MURRAY, M. A.

*Introduction*.—Object of Economic Enquiry. Nature of wealth.  
*Production of Wealth*.—Nature and Agents of Production. Conditions favorable to a Maximum of Production.  
*Distribution of Wealth*.—Preliminary Discussion of the Nature, Conditions, and Laws of value. The Parties to the Distribution of Wealth. Rent. Interest. Profits. Wages.

*Books of Reference.*

Marshall's Economics of Industry. MacMillan & Co. (2s. 6d.)  
 or Walker's Political Economy. Holt & Co. (about \$1.75.)

## ENGLISH LITERATURE,

PROF. W. F. STOCKLEY, M.A.

## (CHAUCER.)

1. Position of Chaucer in English Literature.
2. Chaucer and his times.
3. Chivalry.
4. The Canterbury Tales.
5. Religious Life in the Canterbury Tales.
6. Chaucer's other poems.
7. Chaucer's Language.
8. Characteristics of Chaucer.

*Books of Reference.*

Chaucer's Works, Aldine Edition ; Bell. London, or any other good edition (about \$2.00).

Chaucer's Life, in English Men of Letters Series ; Macmillan, London and New York (35 cents).

Dean Stanley's Historical Memorials of Canterbury.

Chaucer's Canterbury Tales, with glossary and notes ; Clarendon Press Edition, 2 volumes (Macmillan.)

Specimens of Early English, vol. ii. ; Clarendon Press Edition (Macmillan).

LAW, - - - I. ALLEN JACK, D. C. L., Q. C., Recorder of St. John.

- 1.—Nature of Law ; various kinds ; considerations as to origin. *Themis* and the *Themistes*. Ancient Hindoo Law. Early conditions of society ; the family ; the *patria potestas* ; the *gens* ; the nation ; assumption of family relationship between ruler and subjects. Village communities. Intestacy and survivorship ; primitive wills. Development of methods creating contractual liabilities ; the *nexum* ; the stipulation ; the pact. Primitive criminal law. Legal fictions. Equity. Natural law.

*Books of Reference.*

Maine's Ancient Law and Village Communities.

Mackenzie's Roman Law.

- 2.—The feudal system and its chief incidents. Customary law. Growth of cities and municipal powers. Guilds and their influences. The canonists. The Norman Conquest and its results in Britain ; existing condition of law in England ; introduction of Latin as the written language of the courts ; increased strictness in procedure and veneration for forms. Trial by jury. The great English law courts ; King's Bench, Common Pleas, Exchequer. The Court of Chancery.

*Books of Reference.*

Hallam on the Feudal System in History of the Middle Ages.

Stubbs's Constitutional History of England

Blackstone's Commentaries, Vol. I.

## ALFRED A. STOCKTON, LL.D., D.C.L., Q. C.

- 3.—The object of law. Common and statute law. Case law. Law in its relation to the individual and society; enforcement of law; public opinion respecting; necessity for certainty in enforcement; security of life, property, etc., depending upon. Property; different kinds, methods of acquiring, transferring, etc. Contracts; necessity for, how made and enforced; forms and procedure. Machinery of law.

*Books of Reference.*

Kent's Commentaries, Vol. II.

Pollock on Contracts.

Hale's Common Law.

Austin's Jurisprudence.

- 4.—Legal persons and special legal relations including Corporations; Parent and Child; Guardian and Ward; Husband and Wife; Executors, Administrators, and Trustees.

*Books of Reference.*

Lindley on Companies.

Angell or Morawetz on Corporations.

Hill or Lewin on Trustees. Williams on Executors.

Mackenzie on Roman Law.

## I. ALLEN JACK.

- 5.—British Colonization in America. Colonial autonomies; their origin; how affected by Common and Statute Law; Royal instructions. The B. N. A. Act in relation to legislation. Imperial and Canadian Courts of Appeal. Constitution of Canada and the Provinces contrasted with those of the United States and particular States.

*Books of Reference.*

Bourinot or Doutre on the Constitution of Canada.

Bryce's American Commonwealth.

Cooley on Constitutional Limitations.

- 6.—Important statutes relating to properties and rights; of Frauds; Limitations; relating to Wills; of Distributions. Real Estate; tenure of; transmission of title in; by demise; by absolute conveyance; by mortgage; by lease; rights and obligations of parties under these. Registration of title. Liens on Real Estate.

*Books of Reference.*

Addison or Pollock on Contracts.

Banning on Limitations.

Jarman on Wills.

Washburn on Real Property.

## ALFRED A. STOCKTON.

- 7.—Torts with reference to Contracts. Misrepresentation. Slander and Libel. Malicious prosecution. Nuisance. Negligence.

*Books of Reference.*

Addison or Pollock on Torts.

Bevan or Shearman and Redfield

Chitty on Pleading.

on Negligence.

- 8.— The tribunals for enforcing rights within the Province ; the jurisdiction, practice and pleading of each ; Surpeme Court ; Equity Court ; Admiralty Court ; County Courts ; Probate Courts ; the inferior Courts.

*Books of Reference.*

The Statutes relating to these Courts.

The Books of Practice : Archibald, Tidd, Lush, Chitty.

The movement up to the time of writing this report has been successful beyond the most sanguine expectations of its promoters, the number enrolled, in the first courses of Lectures, being two hundred and forty.

The best thanks of the University Senate are due to those learned gentlemen in St. John, both lay and clerical, who at much self-sacrifice, have co-operated in the movement.

At the University, Professor Stockley has been giving one lecture a week open to the public. He has found many appreciative and intelligent listeners. On the whole, there can be no doubt in the mind of any unprejudiced and well-informed person that the University has reached a vantage-ground of usefulness which it never occupied before ; there can be no doubt that students now in attendance have privileges and opportunities unknown to their predecessors.

In the staff of the Collegiate School no change has taken place since my last report. The teachers have succeeded in maintaining the high reputation of the School, and have sent students to the University who have taken very high rank at entrance.

A list of Graduates, Undergraduates, and Matriculants is appended to this report.

The most important change in the Curriculum is the introduction of a B. Sc. course running parallel with the B. A. course. Detailed information on this course, and on many other matters, will be found in the Calendar which accompanies this report.

The Accounts of the Registrar and Treasurer, herewith submitted, will shew the various items of Income and Expenditure.

I have the honor to be, Your Honor's most obedient servant,

THOMAS HARRISON,

*Chancellor.*

THE UNIVERSITY, January 23rd, 1892.



## APPENDIX B.

### REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED JUNE 30TH, 1891.

JAS. R. INCH, LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have to present, for the information of the Hon. the Board of Education, my report on the Provincial Normal and Model Schools for the year closing with June 30th, 1891.

#### NORMAL DEPARTMENT.

The attendance still continues to increase, 243 students being enrolled for the year. The following statement shows the number annually enrolled since the session of nine months was re-established :

1887-8, .....	196
1888-9, .....	224
1889-90,.....	239
1890-1, .....	243

For the current year it seems quite safe to say that the enrolment will reach 270. If this rate of attendance can be maintained, and I see no reason why it should not, there would not appear to be any difficulty in securing an annual outflow of trained teachers quite adequate to the demands of the service.

The following details of the enrolment and classification of the student-teachers for the year will doubtless be of interest :

(a)

#### NUMBER AND SEX OF STUDENTS ENROLLED.

	Male.	Female.	Both.
Junior Division, Admitted Sept. 1890,.....	25	151	176
Senior " " Jan. 1891,.....	6	23	29
French Department. { Admitted Sept. 1890,.....	2	22	24
	3	11	14
Total for year,.....	36	207	243



(b)

## HOW ADMITTED.

As holders of Provincial Licenses, .....	24
" Graduates in Arts, .....	1
" holders of Matriculation Certificates, (U. N. B. and McGill,) .....	8
" holders of Departmental Certificates, .....	1
On previous attendance at Normal School, .....	9
" Examination, .....	200
	<hr/> 243

Of the 243 Students above classified, eighteen withdrew from the School during the year for various reasons — six from ill health, five from insufficient scholarship, six for other sufficient reasons. It was found necessary to require one student to withdraw.

Miss Maud McLean was taken ill early in the year, and died at her home, Young's Cove, Queen's Co., of consumption. Her loss was very much felt by her fellow-students and they expressed their sympathy for her friends in a becoming manner.

(c)

## CLASSIFICATION OF STUDENT-TEACHERS BY COUNTIES AND RELIGIOUS DENOMINATIONS, IN ALPHABETICAL ORDER.

COUNTIES.	Baptist.	Church of England.	F. C. Baptist.	Methodist.	Presby- terian.	Roman Catholic.	Other Denom.	Total for each County.
Albert, .....	1	1	..	4	..	1	..	7
Carleton, .....	1	3	4	7	5	1	..	21
Charlotte, .....	5	4	..	4	1	2	1	17
Gloucester, .....	..	..	..	2	1	11	..	14
Kent, .....	..	..	..	..	3	18	..	21
Kings, .....	5	4	2	2	3	1	..	17
Madawaska, .....	..	..	..	..	..	5	..	5
Northumberland, .....	2	1	..	1	7	2	..	13
Queens, .....	7	2	2	..	1	..	..	12
Restigouche, .....	..	..	..	..	4	1	..	5
Saint John, .....	2	6	..	3	3	1	..	15
Sunbury, .....	2	..	..	3	1	2	..	8
Victoria, .....	1	1	..	..	..	..	..	2
Westmorland, .....	11	3	1	9	10	14	..	48
York, .....	6	7	4	6	8	4	1	36
Other than N. B., .....	..	..	..	..	2	..	..	2
Total for each Denomination.	42	32	13	41	49	64	2	243

(d)

## PROFESSIONAL CLASSIFICATION AT CLOSE OF YEAR.

<i>Superior.</i>	<i>Good.</i>	<i>Fair.</i>	<i>Not Classified.</i>
0	102	123	0

(e)

## CLASS OF LICENSE RECOMMENDED FOR AT CLOSE OF YEAR.

<i>Gr. Sch. -</i>	<i>I.</i>	<i>II.</i>	<i>III.</i>	
1	40	105	{ Eng. Dept. 42 } { Fr. Dept. 36 }	78

The course of Instruction followed during the year was that prescribed by the Board of Education, and it was the constant aim of the Staff of Instructors to make the treatment of the subjects, both on the professional and academic sides up to date, and as full as time allowed.

The large number of students annually enrolled is conclusive evidence that our system of schools is abundantly able to send forward for a year's training, an adequate supply of candidates for the teaching profession each year, and that, too, when the standard of requirements for admission has certainly not been lowered.

The increasing number of students presented at the close of the year for the higher classes of license, and the fact that not a single student failed to be awarded a license on examination, may be taken as showing that our schools are competent to prepare candidates, so far as acquaintance with the subjects of the syllabus is concerned, for the various classes of license, up to and including First.

In view of these facts, it may pretty confidently be affirmed that the time is near at hand when the Normal School should be relieved from the actual teaching of those subjects of instruction which can most profitably be taught in the underlying schools, and be left free to devote its energies more fully to the distinctive work of a Normal School. Were the Normal School thus placed at liberty to assume its proper relation to the other parts of our educational system the result could not fail to be a more economical outlay of forces, as the division of work and responsibility which would then be possible would furnish both the Normal and other schools with the strongest incentives to effort. The whole system would gain largely through the interplay of its parts. The Normal School occupying its own field, an ample and responsible one, could supplement on its own lines, the work of the other schools; without either being held responsible for supplying any of the deficiencies of the lower, or being brought into competition with the higher on the side of its academic instruction.

Organized as our schools are, the place of a Normal School may be thus stated:

1st. To give as complete and thorough a course in the Science and Art of Teaching and School Management as the annual session permits.

2nd. To give the teacher's point of view with respect to all the subjects of instruction taught in our schools; and

3rd. To extend the scholarship of its students by giving instruction in those

branches, necessary to their preparation as teachers, which are not fully treated, or not treated at all in the preparatory schools.

To place the Normal School in this relation to the other parts of our system would involve certain changes in the administration of the Examinations for Entrance and for License, changes for which, in my opinion, the country is quite ready. The desirability of making these changes may be safely commended to the early and careful consideration of the proper authorities.

---

### FRENCH DEPARTMENT.

Thirty-eight students were enrolled during the year, of whom thirty-six were presented for examination for Class III. to which class the work of this department leads up.

The number enrolled was the average for the past six years, though slightly less than that of last year.

In connection with the preparation of teachers qualified to teach in Acadian districts, two things seem desirable, 1st, that a larger attendance at the Normal School of students properly prepared to undergo training should be secured, so that in the near future the issue of local Licenses might be largely diminished, and 2nd, that the young people thus beginning their usefulness should not be satisfied with a License of Class III., but should continue their studies at the school with a view to obtaining the higher Classes of License in larger numbers than at present.

Both these desirable things seem likely to be attained in the future. It is reasonable to suppose that the advantages now offered to the students of this department will attract larger numbers, and year by year we have a few students returning to the school to prepare for Class II. It is especially worthy of remark that we have two young men enrolled in the Senior Class this year, aspiring to Class I. and I hope their example may stimulate others.

Many promising students are enrolled in this department each year, and the higher classes of license would be easily within their reach by further attendance. The surest and most effective leverage for improving the efficiency of the Acadian Schools is to be found in securing better qualification in their teachers.

---

### MODEL DEPARTMENT.

This department has continued to render its usual excellent service during the year. In illustrating methods of teaching, and in the practice and criticism of students—in bringing the young teachers face to face with the actual management of the school, the class, and the individual pupil,—in exhibiting the different kinds of school organization—in acquainting them with the practical details of the work of teaching—the Model Schools have been more than ordinarily useful.

It is a proper tribute to their efficiency to say that they have carried the strain involved by the observation and practice of so many students without in any degree detracting from the excellence of the results attained by them as schools.

The Principal and his associate teachers have in every way cheerfully and ably forwarded the work of the Normal School.

### GENERAL REMARKS.

The Staff of the Normal Department remains as last reported.

The Instructors associated with me have manifested the same carefulness in the discharge of their duties which have distinguished them in the past, and have laboured with me most zealously to further the interests of the school. Their work, and its results in the schools of the Province will speak for them in years to come.

The equipment of the school continues to improve, but a working library is imperatively needed. I would respectfully suggest that a sum of money be annually appropriated towards the permanent equipment of the school, part of which, each year, should be expended in the purchase of such books of general reference as will be immediately serviceable to the students in the prosecution of their studies. A library would thus be gradually obtained and its cost would be more than repaid.

The improvements in the basement referred to last year, were completed during the summer vacation. The work was well done under careful and competent supervision, and is most satisfactory in all respects.

The Governor General's medals for highest professional standing, were awarded to Miss Mary K. Tibbits, B. A., of Fredericton, in the Senior Division, and to Miss Susie Ganong, of St. Stephen, in the Junior Division.

The formal announcement of the award was made at the public closing exercises, by Sir John C. Allen on behalf of His Excellency.

The Stanley Medal for highest school standing in the Model School was awarded to Roy VanWart of the Principal's department.

The public closing exercises of the school were exceedingly interesting. They were held in the Assembly Hall of the Normal School, which was filled with visitors. The student-teachers had taken great pains in decorating the Hall for the occasion, and volunteered a fine programme of music and declamation to relieve the more serious work of the day.

The valedictorian for the senior class was Miss Elizabeth Beatteay, of St. John, who acquitted herself admirably. A finely-framed picture of the graduating class was hung in the Library of the School.

On the whole, the year's work was most satisfactory, and added a valuable contingent to the teaching staff of the Province.

I have the honor to be,

Your Obedient Servant,

ELDON MULLIN,

*Principal.*



## APPENDIX C.

### INSPECTORS' REPORT.

#### INSPECTORAL DISTRICT No. 1.

Geo. W. Mersereau, A. B., Inspector, Doaktown, N. B.

*This District embraces the Counties of Restigouche, Gloucester, and Northumberland.*

J. R. INCH, Esq., LL. D.,  
Chief Superintendent of Education,  
Fredericton, N. B. }

SIR: I have the honor to submit my report on the condition of Public Schools in my Inspectorate for the year ending Dec. 31st, 1891.

In some ways the improvement has not been so marked as in former years. Some progress, however, has been made in nearly every Parish, and if here and there my labours have been barren of results, I try to console myself with the reflection that this is no more than falls to the lot of many in other walks of life.

Some difficulty has been experienced in obtaining Trained Teachers for the poorer schools in remote Districts. Our people are not *able* to pay salaries that will induce the cleverer and more ambitious of our young people to remain in the school service, consequently many enter other professions more satisfying to their ambition or more congenial to their tastes. During the year my Inspectorate lost many promising Teachers, who took up other work or immigrated to other countries where the remuneration promised to be more satisfactory.

In addition to the monthly and special reports made during the year, I shall now transcribe for your information such notes made during my tour of visitation as will serve to give you an idea of the state of the schools in the several Parishes.

*Addington.*—The Trustees of No. 12 are building a neat log School House 18 by 24 feet, and hope to have it ready for occupation by next August. It is intended to open school in No. 2½ in January, '92. No. 2 has the best ungraded school in the Parish. While all the subjects are well apprehended the Reading is especially good. The teacher, Miss Effie McKinnon, by a school concert realized a sum which, augmented by the Government grant, amounted to nearly \$50. This sum was invested in books to form the nucleus of a School Library. The various departments of the Campbellton School were, with one exception, doing excellent work. Mr. C. P. Steeves, after a two year's service as principal, was forced by ill health to resign during the term. His forced resignation was much regretted.

*Dalhousie.*—School has at last been opened in No. 12. The majority of the ratepayers in No. 10 are opposed to the school, which has been operated on compulsion only for the past few years. The educational condition of the district is consequently very unsatisfactory. The school in No. 8 improved somewhat, but the accommodation is inadequate with poor prospect for any improvement in the near future. The school in No. 6 made excellent progress under Miss S. Katie Keane. The school in the thriving and progressive little village at Eel River Station, District No. 9, under Miss M. J. Cook, partakes of the nature of its surroundings to an admirable degree.

*Colborne.*—The Superior School at River Charlo has improved in tone, discipline, and general proficiency, under the able management of Mr. Chas. H. Edgett. Trustee Nicholson who was Inspector of Schools for Restigouche County for many years, gives valuable aid to the teacher in his frequent visits to the school. The School House in No. 1 is still very poorly furnished. No. 4 has very few pupils, but the school is never closed except when a teacher cannot be procured.

*Durham.*—In August of this year No. 9 opened school for the first time. Miss Drusilla Turvey did such excellent work in No. 2 for the past two years, that the ratepayers decided, at the last annual meeting, to engage a male teacher of the first class. There is a very small attendance in the schools of Nos. 5 and 8. The trustees in No. 7 enlarged their school-room and built a porch. This and No. 6 and No. 1 are important schools and are largely attended.

*Beresford.*—No. 13 continues to be the best Acadian school in the Parish, under Mr. Pierre R. Boudreau, though the total valuation of the District is only \$3,500. No. 3 school is not at all satisfactory. No. 1 has a good school taught by Miss Drusilla Hodgins. No. 2 has a large enrolment which is still increasing. Good work is done here by Mr. P. F. Morrissey. No. 10 A. is still in poor condition. Improvements were made on the outside of the School House in No. 11. In No. 8½ the children were poorly supplied with books. No. 7 did not operate school during second term. No. 6 built a new School House.

*Bathurst.*—The Trustees of No. 6 engaged an unlicensed teacher for second term contrary to my advice. Her service was not recognized. No. 17 was supplied with a map of the Dominion and Form Models at my request. The enrolment in No. 13 calls for an assistant, but there is no class-room provided yet. No. 12, long the poorest school in the Parish, made good progress under Miss Isabella McDonald. The school in No. 3 was operated throughout the year. The pupils in No. 9 wrote the history of their District, gathering their material from the old residents.

When I last visited the Bathurst Villiage Schools (in January, 1891) they were in good condition for work, though requiring some adjustment of Grades which time would enable the teachers to effect. Since that a new arrangement, which to my mind, did not promise such satisfactory educational results, but which seemed necessary to satisfy a respectful number of Ratepayers, was adopted. The cost of maintaining the schools in this District as well as in Bathurst Town is excessive and could be materially lessened without imparing the efficiency of the service, were all classes to suppress sectarian preferences and work harmoniously together to promote the general educational wel-

fare. The Superior School in the Village continues to give general satisfaction under Mr. Jas. McIntosh, though he has too many grades for one teacher to manage to advantage.

In Bathurst Town a great change was made in the schools — a change too, that does not increase their efficiency in any fair proportion to the increase in cost. There were, at my last visit, *five* teachers (not counting the Principal of the Grammar School) to teach 164 pupils, where by a more judicious arrangement, *threes* could do the work more effectively.

*New Bandon.*—The Trustees of No. 10½ — have made a beginning at properly seating their school. Miss Mary C. Edgar is doing excellent work at No. 8. The Trustees of No. 11 have with commendable enterprise built and fully completed a new school house. After much dissension the ratepayers of No. 5 have decided to move their school house to the middle of the District. No. 7 opened school, second term, after having it closed for seven years.

*Caraquet.*—There should be a class-room assistant employed in No. 2½ but there is no class-room yet. Parents in this District *will not* procure the drawing books for their children. The school in Caraquet Centre, No. 10, is being furnished with modern desks and seats. The Teacher, Mr. Jas. E. Lanteigne is justly proud of his large and well-conducted school. In No. 2, the school-room is neat and clean and the pupils very industrious. No. 5 still remains obdurate in the matter of providing decent school accommodation or necessary appliances. The School House in No. 6 has been finished and painted throughout. They cannot agree on the site in No. 7 — a too frequent excuse for not building.

*Shippegan.*—Of the 17 Districts in this Parish, 3 yet remain unorganized. All of the organized Districts maintained schools, some portion of the year, except No. 8, and the Trustees of that District, bought a building and are getting it in readiness for school the coming year. The attendance in No. 1 is very large, but the teaching is not of a very satisfactory character. The Teacher is industrious but not skilful. In No. 1½ I found *ten* pupils without books or slates and there was not a copy book in the school.

*Inkerman.*—In No. 8 School the attendance was so irregular that no teacher could do effective work. The Trustees in No. 5 are seemingly working more in the interests of the *pockets* of the Rate-payers than of their children. No. 1 School was closed for the First Term of this year. A majority of the ratepayers of No. 4, misled by an ignorant demagogue, voted down the assessment at the last annual meeting. This will not prevent the Trustees from operating the school, however. The School House was finished and supplied with maps during the year. No. 2 has begun to seat its school properly.

*Saumarez.*—In No. 2 a School House was built in the upper end of the District and now the Trustees find it difficult to support the two schools. Five pupils in No. 6 positively refused to learn English. Mr. Albert Robichaud did excellent work in No. 4, though the attendance was very irregular. A woven wire fence in front makes a



pleasing addition to the appearance of the Superior School grounds. Mr. B. D. Branscombe, a thoroughly competent and conscientious teacher, is still in charge.

*St. Isidore.*—Mr. J. L. T. Basque, a teacher of the second class, is gradually but surely bringing this school to the front rank of ungraded schools. The School House in No. 7½ is not yet finished inside and the lightly clad pupils cannot be kept comfortable even when huddled about the stove.

*Alnwick.*—The Trustees of No. 6 have re-plastered their school-room and furnished much needed Blackboards. No. 4 has made a gratifying advance under Mr. Mattais, a teacher of the Second Class. The School House in No. 1 was burned on the evening of Nov. 2nd under circumstances that cast suspicion upon some of the larger pupils. A new District was erected in this Parish during the year. It was organized immediately. There is no school in No. 14 yet and no prospect of ever having one. I displaced two of the Trustees for "refusing to act" and those appointed did no better than their predecessors.

*Newcastle.*—In No. 1 extensive repairs were made. The School House was re-plastered, wainscoted, painted outside and supplied with new furniture. The Trustees of this District are intelligently progressive young men who attend to the various duties of their important office without urging. In No. 2 the pupils do not seem to be in earnest about their work. The classification is somewhat mixed. Some pupils will not study Canadian History, some will not study Grammar. The teacher puts all the blame on the parents. In Douglastown, No. 6, the contract for a new building of four departments has been awarded. The schools in Newcastle Town, No. 7, stand easily first in my inspectorate in grading, discipline, tone, *esprit de corps* and all the other qualities which combine to make a successful system of graded schools.

*North Esk.*—District No. 4 had no school during the year. The Trustees profess to be anxious but no greater proof of apathy on their part could be furnished. No. 1 had school only two months of the year—through no fault of the Trustees. No. 3 is one of the most remote Districts in the County, but seldom has a vacant school—a sufficient comment on the devotion of the Trustees to the duties of their office.

*South Esk.*—The School at Red Bank No. 9, has long been the banner school of the Parish and under Miss Evelyn Keys has even increased its efficiency. No Board of Trustees in the County has shown more zeal, and there is nothing niggardly about the Rate-payers in voting supplies. They evidently believe in making the school a pleasant place and have neatly enclosed grounds with some shade and ornamental trees. The latest interior addition was a set of linen window-blinds with a fancy border and automatic ratchets for hoisting and lowering. No. 8 had school during Second Term. There is a movement on foot to unite in one District Nos. 7, 7½ and 8. A bridge was built last summer across the Little South West making it possible for children to cross the stream at all seasons. The arrangement would leave some pupils a long distance from school, but a school constantly in operation within 2½ miles is certainly preferable to a school, closed for the most of the time, within a convenient distance. No. 15 had no school during the year.

*Derby.*—All the Schools in this Parish were in operation throughout the year. The attendance at the Superior School in District No. 1, is increasing and Mr. J. J. Clarke, the conscientious and painstaking principal, is much encouraged thereby.

*Blackville.*—Mr. Otto Hildebrand who successfully taught the school in No. 6 for the past seven years, resigned at the close of year to enter commercial life. His resignation is regretted by all true friends of education in the District. The attendance had nearly quadrupled during his incumbency. That the school-room is now supplied with neat furniture, blackboards, window blinds, etc., and that the school yard is enclosed and studded with trees is due to his energy and professional enthusiasm. No. 4 provided a full set of greatly needed desks and seats. Districts Nos. 8 and  $8\frac{1}{2}$  were re-united during the year but have not yet organized. No. 9 operated school during the first term only. Miss Mary J. Gray, after an unusually successful service of three years in Upper Blackville, No.  $11\frac{1}{2}$ , resigned at the close of the year to the regret of every person in the District. She had endeared herself to all by her many excellent qualities of mind and heart.

*Blissfield.*—No. 1 and No.  $1\frac{1}{2}$  kept schools open during the entire year—not without some sacrifice on the part of the Ratepayers. The schools in No. 2 and No.  $2\frac{1}{2}$  are producing excellent results. The Doaktown School, No. 4, still maintains its efficiency.

*Ludlow.*—No. 1 and No. 3 should have better School Houses. All the Districts in the Parish operated schools during the year.

*Nelson.*—In August, school was opened for the first time in ten years in No. 7 and the Trustees have determined to build in the near future. At present the school occupies a dwelling house. The people seem to have awakened to unusual vigor from their long period of torpor. No. 3 has the poorest school in the Parish. In No.  $6\frac{1}{2}$ , a Ratepayer refused to allow his daughter to follow the Course of Instruction. The graded school in No. 1 is making substantial progress under the principalship of Miss Anna G. McIntosh.

*Rogersville.*—District No. 10 was enlarged by the addition of a small settlement lying near. Collett Settlement was added to No.  $10\frac{1}{2}$  as there seemed no other way to secure school privileges to the children of that Settlement.

*Chatham.*—In No. 8 the Boys' School was enlarged and the department taught by Miss Nina Benson had comfortable quarters for the first time in its history and showed marked improvement in consequence. This school has grown from one to three departments, and is now one of the best disciplined schools in the Town. The primary department taught by Miss Bessie M. Creighton is in excellent condition. Miss Maggie Mowatt is Principal. It appears to me that the Trustees are not sufficiently attentive to the needs of this school. The Girls' School in this District has always done excellent work and is still improving in many ways. Sister Walsh is a worthy successor to Miss Quinlan. The pupils have a "Cabinet of Curiosities," in which I noticed specimens of coral, granite, marble, mica, peat, antimony, galena, the different native woods, metals and minerals, etc., to which they are constantly making additions under the

direction of the principal. In the *third* Standard the pupils were engaged in original composition on subjects suggested by pictures hung on the wall. The pictures were such as could be readily understood by the pupils. If the pupils in this District were admitted to the 1st Standard but once a year, immediately after grading, it would be a decided advantage to both teachers and pupils. In District No. 9 a new department has been opened and, though I have not visited the school since, I feel assured that, other things being equal, the school is much benefitted thereby. Much to my regret Mr. J. Frank Owens, B. A., resigned the principalship of this school to accept a position in Fredericton. He was succeeded by Mr. A. K. Neales, M. A., and he in turn resigned and was succeeded by W. J. Loggie, Esq.

*Glenelg*.—No. 6 could not secure a teacher for Second Term. The pupils in No. 7 are remarkably intelligent and well mannered and seem to have a good grasp of all the subjects of the Course. The same cannot be said of all in No. 7½, where one, at least, seemed to be decidedly intractable. The school in No. 8 rapidly deteriorated during the First Term but regained most of the lost ground in the Second Term. The pupils in No. 9 take a lively interest in their school work. No. 1 continues to be one of the best ungraded schools in the County. Miss Bessie J. Ullock has been the teacher for the past nine years. There seems little prospect of ever again having schools in Nos. 10 and 8½.

*Hardwicke*.—The Teacher in No. 5 has very little encouragement to do good work. At my last visit, out of an enrolment of 25 there were *four* without Readers, *five* without Arithmetics and *one* without a Slate.

#### ARBOR DAY.

Arbor Day was observed by 75 Districts in this Inspectorate. There were planted 765 trees and 142 shrubs; and 113 flower-beds were made. Much better work was done than ever before, though in too many cases the trees reported as *planted* were merely *thrown* into the ground and no precautions taken to protect them from sheep and cows. It will be some years before teachers will bring to this work of *tree-planting* the same forethought and after-care that they display in other branches of school work.

I spent the day with the schools in Newcastle where it was properly observed. Preparations had been begun three weeks before in writing essays, learning recitations, dialogues and music, drawing in colored crayons on blackboards pictures of plants and animals from Prang's Natural History Series. In the Principal's room the drawings were from objects, such as mathematical forms, stuffed birds, prepared fishes, etc.

The forenoon was spent by the boys, superintended and actively aided by the Principal, in raking up and wheeling away rubbish that had collected during the winter, levelling the grounds and planting trees. The girls meantime, assisted and directed by the lady teachers, were busily employed making wreaths, bouquets, etc., washing, dusting, cleaning, till everything shone again. All were busy and all interested. This was kept up till long past noon, when all went home to prepare for the literary part of the proceedings which was announced to commence at 2 p. m. and to which parents and friends were invited. As the hour approached people began to assemble, first in twos and threes, then in squads and companies, mostly ladies, but with a fair sprinkling of

the sterner sex, till the school-rooms were completely crowded. Much praise was bestowed on the decorations, much surprise expressed at the skill displayed in drawing. Soon the summons came to assemble in the large playground where seats were placed to accommodate the ladies. Speeches were made by the Principal, by the Inspector and by Editor Anslow, then music, dialogues, recitations, essays, declamations and the crowning of the May Queen, etc., etc., and so interested were all that no notice was taken of the flight of time till the programme was closed and the children were distributing refreshments among and receiving congratulations from their friends. All took one more look at the rooms and then went home feeling that a pleasant day had been spent and with interest strongly aroused in the success of the Public Schools of the town. When observed in this way Arbor Day is a strong force in educating the children and in awaking the parents' interest in our Public Schools.

#### GRAMMAR SCHOOLS.

No change has been made in the Principals of the three Grammar Schools of this Inspectorate since my last report. Principal Ross, in Dalhousie, labours under the same discouragements as when last reported — a small enrolment — inferior preparation for even the 7th Standard, and but a short time under his instructions. There does not seem any hope of a speedy amelioration of these conditions.

Principal Cowperthwaite, of Bathurst, has the 7th Standard in the Grammar School yet, a gross violation of the first principles of school organization with the present teaching staff of the Town. It gives the Principal at least double work to do. Notwithstanding this, *two* of his pupils entered the University last October and have since maintained creditable positions in their Class — a sufficient demonstration of his devotedness to duty under trying conditions.

Principal Harrison has had some improvement in his surroundings since my last report. The 7th Standard has been organized into a new department and now for the first time since his appointment to this position he has a fair chance to display his ability, and I have no doubt of his success.

#### VACATIONS.

There is a strong feeling in these three counties that the Summer Vacation should be changed or extended so as to include the first two weeks in August. The people will not send their children to school during this time and the teachers are compelled by the present regulation to be at their posts. A two weeks' extension of the Summer Vacation would meet the case.

I have the honor to be,

Your Obedient Servant,

GEO. W. MERSEREAU,

*Inspector of Schools for Inspectoral District No. 1.*

## INSPECTORAL DISTRICT NO. 2.

E. L. O'Brien, A. B., Inspector, Richibucto, N. B.

*This District comprises the Counties of Kent, Victoria, and Madawaska,  
and the Parishes of Aberdeen, Kent, and Wicklow, in the  
County of Carleton.*

J. R. INCH, Esq. LL.D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to submit my Annual Report for the year ending December, 1891.

I regret that I have not been able to visit all portions of my District. This was owing to an accident which happened to me in May last, and to illness, which prevented me from making visits during part of the Autumn. With the knowledge which I have, however, I can, I believe, report on most of the work done during the year.

## ATTENDANCE.

The attendance has been much the same as in the last year. In certain parts of Madawaska and Victoria, it has been found almost impossible to keep the pupils regularly at school. This is owing, in the Districts along the River St. John, to the fact that the children are kept home by their parents to pick berries, and to attend to the planting and harvesting of crops; and in the back settlements, to the difficulty of reaching school through the snow and storms. And again, there does not seem to be a proper educational spirit among some Boards of Trustees, who seem to consider the saving of the small tax to be paid of more importance than the advancement of the country.

## SCHOOL MEETINGS.

Much trouble is experienced in many parts of the Inspectorate by the failure or neglect of Trustees to call the Annual School Meeting. I have found it necessary in a large number of districts to send notices after the time of the regular meeting. This state of affairs is quite unnecessary, and could be easily avoided if the people at their assemblies would select as Trustees those men who are the most competent to fill the office, and who are desirous of forwarding the educational condition of the District.

## COURSE OF INSTRUCTION.

Most of the Teachers are satisfactorily carrying out the course of instruction. In the English Districts, especially, the full work is, as a rule, performed. I must refer, however, to the Useful Knowledge, which is not taught with as good results as I would wish. The work is largely done by questions and answers, as contained in the Readers, thus rendering the study of the various subjects uninteresting to pupils. It is true that in many country districts, proper apparatus and specimens for these branches are not supplied, but live teachers can always devise means at least to partially supply this want. In the Acadian districts, the necessity of teaching both English and French

makes it very difficult to carry out all the requirements of the course, and moreover, as many of those engaged in work of instruction have never been trained and have not, in most cases, had an opportunity of receiving a proper knowledge of the subjects, they cannot be expected to fulfil the present requirements. I believe, however, that when all schools are supplied with regularly trained teachers — when students with better qualifications attend the Normal School from Acadian districts, and when trustees and people awake to the necessity of seeing that the school is constantly in operation and properly equipped with apparatus, we shall see an improvement in this regard.

#### ARBOR DAY.

Throughout my Inspectorate, Arbor Day was generally celebrated. Some of the schools were already amply supplied with trees, and little more was done than decorating the school room and planting flowers in the yard. There does not seem to me to be a proper idea in the minds of the teachers with regard to Arbor Day. It appears to be looked on rather as a holiday. Some few trees and shrubs are thrown into the ground without care and are left to die; so that the following year the work must be done over again. Under such circumstances, it would clearly be better not to observe the day at all. There are, of course, some *working* teachers, who perform the work honestly, and the evidence of their faithfulness may be seen in the neat yards, flower beds and growing shrubs and trees around the school-houses.

#### GRAMMAR AND SUPERIOR SCHOOLS.

I am much pleased with the work done in nearly all the Grammar and Superior Schools. Mr. Colpitt, of the Richibucto School has been as successful as formerly. It is, however, regrettable that so few advanced pupils attend. It is quite unusual to see any pupils in advance of Standard IX., and I have never yet noticed that any were fully qualified to meet the requirements of Standard X. Mr. Hermann Henderson is in charge of the Andover School. I cannot offer too much praise to this gentleman for his zeal and energy in advancing the educational interests of this section. New apparatus has been procured, the school room very much improved, and I was pleased to note at my last visit, that a good library has been purchased.

*Superior Schools.*—In Kent County, Mr. Colman, of Buctouche, Mr. Wathen, of Harcourt, and Mr. Coates, of Kingston, are doing all that can be desired, considering the imperfect school apparatus and accommodation. In Kingston the rooms are overcrowded; the same may be said of Buctouche; and I trust it is only a matter of a short time when the Trustees of these enterprising villages will see that the spending of a little more on their school building, will be of benefit to the community.

*In Carleton.*—There is only one Superior School in my part of this County; that at Bristol taught by Miss Georgie Wheeler. I wrote in complimentary terms of this lady's work last year, and I can say that the work of the present one is not in any way inferior.

The Superior School at Grand Falls was in charge of Mr. Richard Wheeler who has, I regret, resigned. Good work has always been done here, and this year was not behind the rest.

The Superior School in Edmundston, Madawaska, is now under the management of Mr. Mason R. Benn, who seems to be giving good satisfaction. A new department is to be opened at the first of the new year. Three years ago this town could boast of only two teachers; subsequently another was added to the staff; during the next year there will be four; and I am in hopes that before very long, a fifth department will be opened and a new school building erected to meet the wants of the people living on the south side of the river. I must here mention that Miss Costello is deserving of high honor for her splendid services in this town.

The other schools of my District are in about the same condition as formerly. In Kent County four new school districts have been organized and three new houses built. In this connection I must thank the Rev. J. F. X. Michaud and the Rev. L. deG. LeBlanc for the help they have given me in this work.

In Victoria, new schools have been built at Dover Hill, Andover, and at the mouth of Salmon River, in both of which I hope to see school soon established. The Colony of New Denmark is now well supplied with teachers, who I trust, will continue to give their services in the new and thriving settlement.

In Madawaska, schools have been in operation in nearly all the Districts. The scarcity of trained teachers makes it difficult to keep school open all the year, but this is being remedied gradually. The Convent School at St. Basil is doing much to supply students for the Normal School, and it is a fact that nearly all the teachers, whether they have retired from the service or not, have been pupils at this school.

The Schools of Carleton are in their usual satisfactory condition. They are much better supplied with apparatus, as a rule, than those of Madawaska and Victoria, and consequently the results are better.

Taking the Inspectoral District as a whole, I believe there has been considerable improvement in every direction, as to the school-houses, apparatus, grounds, and quality of instruction.

I have the honor to be, Sir,

Your Obedient Servant,

EDWARD L. O'BRIEN,

*Inspectoral District, No. 2.*

## INSPECTORAL DISTRICT, No. 3.

Geo. Smith, A. B., Inspector, Petitoodiac, N. B.

*This District comprises the Counties of Albert and Westmorland, and the Parishes of Havelock and Cardwell, in the County of Kings.*

JAMES R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to forward my Annual Report for the year ended 31st December, 1891.

While there has not been any unusual display of educational activity in this Inspectorate during the year, still I am pleased to be able to state that a good degree of progress has been made in all that pertains to advancement of the pupils of the schools.

Owing to the scarcity of teachers an unusually large number of schools were not in operation during the term closed 30th June; and although a few local licenses were granted, still the supply of teachers was not equal to the demand. During the term ended 31st December, there were very few, if any, schools closed for want of teachers.

For a number of years the settlers on Bleakney Road, belonging to Steeves Settlement and Fawcett Hill districts, have felt that they were not reaping as much benefit from the schools in their respective districts as they should, and last winter these settlers asked to be set off into a new district, to be known as Bleakney Road, District No. 25, Salisbury. The Board of Education was pleased to grant the prayer of the petitioners, and the new district was established.

In Bristol Corner District, No. 16, Botsford, up to a few years ago two schools were kept in operation — one for the English portion and one for the French portion of the district. For the last few years only one school, that in the English portion of the district, has been kept in operation; but as it was found that this school did not afford sufficient accommodation for all the pupils of the district, in compliance with the request of the ratepayers the Board of Education sanctioned the division of the district, and Long Lake District, No. 23, Botsford, was established. These are the only changes made in the boundaries of districts during the year.

A new schoolhouse has been built in Point Wolf, District No. 2, Alma, to replace the one destroyed by fire about two years ago.

Extensive repairs have been made on the inside of the schoolhouse at Dorchester Corner. New floors have been laid in all the rooms; the walls and ceilings have been thoroughly repaired, and the blackboards enlarged and improved. In addition to these general repairs an additional room has been built and completely fitted up especially for the reception of mineral specimens, curiosities, etc., and for scientific experiments. This schoolhouse is now the best equipped in this Inspectorate, and such is the interest taken by the teachers and pupils in the collecting of specimens and curiosities that almost daily additions are made to the already large, valuable, and instructive assortment.

Repairs have also been made on the schoolhouses in Fairfield, No. 7, Sackville; Cookville, No. 12, Sackville; Midgie, No. 13, Sackville; Dorchester Cape, No. 1, Dor-



chester; Painsec Settlement, No. 15, Shediak; Lower Bonhomme, No. 7, Dorchester; Lewis Mountain, No. 13, Salisbury; and Lake Settlement, No. 26, Moncton.

I note with pleasure a tendency in a few Districts to improve the internal appearance of the school rooms. The one in Chapel District, No. 21, Botsford, calls for special mention in this particular. The walls have been nicely papered and adorned with a few pictures, so that this school-room presents a very neat and home-like appearance. Much more than is done might be done to relieve the dull and uninviting appearance of the school-rooms if an interest in the matter were awakened among the pupils. Pictures would be provided by the pupils and all would gladly assist in placing them on the walls. The school in the above named District is in charge of Miss Dumas who does very satisfactory work in the school.

I am sorry to have to say, however, that in too many cases the Boards of Trustees and Ratepayers generally do not take as much pride in the appearance of the school houses and premises as they should. The smallest matters of improvement have to be pointed out to the Trustees, and even then, in some cases, threats have to be made use of before the improvements will be made. Even in some villages where all the surroundings present a neat and tidy appearance there is the most culpable neglect apparent in matters pertaining to the school.

As a rule the financial business of the Districts is carried on by the Trustees in a way that is fairly satisfactory to the Ratepayers; but in many cases the Boards of Trustees fail to hold their monthly meetings and the business instead of being transacted by the order of the Trustees is carried on by the Secretary on his sole authority, who after a time begins to consider himself the whole Board of Trustees instead of their agent. This mode of doing the business of the District almost invariably leads to trouble, and the principal difficulties that have come under my notice can be traced to this cause.

Perhaps nothing militates against the progress and efficiency of the schools more than irregularity of attendance. This fact was particularly impressed on my mind while visiting the schools in the Parish of Shediak during the month of October. In one school the enrolment was 55, present 4; in another the enrolment was 60, present 10; in another the enrolment was 57, present 12. These were perhaps the worst cases, but generally during seed time and harvest children of all ages and both sexes are kept from school and in most cases without sufficient reason. It is claimed that a compulsory clause in our law would remedy this very annoying evil of irregular attendance; and while we may admit that the State has the right to demand that the children shall be sent to school, still it is a question worthy of consideration whether or not the carrying out of the provisions of a compulsory law would not be attended with almost insuperable difficulties and the law in many cases become a dead letter. I believe, however, that the sentiment of the country is in favor of such a law. I have long held the opinion and still think that the evil of irregular attendance might be at least mitigated by the teacher. A friendly call on the parents of the children who do not attend regularly and a few words judiciously spoken will often be the means of securing the attendance of these pupils and will generally result in the establishing of a more friendly relation between parent and teacher, thus securing the co-operation of the parent which amply repays the teacher for all the trouble she has taken.

I find a growing desire on the part of the teachers to provide themselves with reading matter bearing directly on school work. Many teachers are subscribers for *The Review*, and many take some other educational paper, and the teacher who takes no educational paper must be regarded as living beneath his privilege and must in a short time fall behind in the race for success in the great work in which he is engaged.

A very commendable amount of work has been done by many teachers in the direction of procuring school libraries. It is, however, in the country districts that this very necessary addition to the school apparatus is most needed, and I am sorry to say that it is in these districts that least is being done. A little more enthusiasm in this matter on the part of the teachers in these districts would be attended with surprising results. There are very few, if any, districts in which something could not be done and the liberal bonus granted by the government should encourage all to try and do something towards the procuring of a school library.

The two Grammar Schools within this Inspectorate remain in charge of the same teachers as when I made my last report. Mr. Colpitts continues to give eminent satisfaction in the Grammar School at Alma, and Mr. Belyea does satisfactory work in the Grammar School at Shediac.

Some changes have been made in the Principals of the Superior Schools. In August last, Mr. N. W. Brown, A.B., took charge of the Superior School at Petitcodiac ; Mr. O'Blenes took charge of the Superior School at Salisbury ; Mr. Trueman took charge of the Superior School in Sackville, No. 11 ; and Mr. Wheeler, the Superior School at Havelock.

In Moncton the educational progress of the City has kept pace with its advancement in material prosperity. The new School House is completed and all the school rooms, ten in number, are now occupied. The total number of teachers employed in the City for the term ended 31st December was twenty-eight.

Arbor Day was observed in sixty-five districts, and 104 teachers took part in the proceedings ; 1,022 trees and 134 shrubs were planted, and 52 flower beds were made. Besides this special work plants were potted and general improvements were made in a large number of districts.

The Albert County Teachers' Institute met at Alma on 10th and 11th September, and was well attended. A very interesting public meeting was held on Thursday evening, when addresses were delivered by the Chief Superintendent and others.

The Westmorland County Teachers' Institute met at Sackville on 5th and 6th November. Through the kindness of those in charge the Institute held its sessions in Memorial Hall, in the new College building, and the public meeting in Lingley Hall, both of which were provided free of charge. Besides the part taken in the exercises of the Institute by the Teachers of the County, very interesting and instructive papers were read by Professor Andrews and Professor Tweedie. The public meeting on Thursday evening, was largely attended, and was addressed by the Chief Superintendent of Education, Professor Andrews, Rev. Dr. Stewart, and Principal Harrison. The sessions of the Institute were interesting throughout, and the attendance was large.

I have the honor to be,

Your obedient servant,

GEO. SMITH.

## INSPECTORAL DISTRICT No. 4.

Assistant Inspector Whelpley.

*Embracing Queens, Sunbury, and Part of Kings.*

J. R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

I beg to submit the following report for the year ended December 31st, A. D. 1891.

I am able to report, this year, a marked improvement in many of the districts. Buildings have been repaired and painted ; new furniture of an improved type has been introduced, and needed apparatus has been procured. I have been much pleased with the prompt attention given by many districts to the carrying out of my recommendations in these particulars. While this is true of the many, I have been compelled in a few cases to ask that the County Fund Draft be withheld until the matter has been attended to. Too many Boards of Trustees fail to appreciate the necessity of providing plenty of black-board surface. A neglect which I believe contributes more than any other to weaken the service in a large portion of this Inspectorate, is the failure of Trustees in very many Districts, to employ teachers, each term, until constrained to do so by some Ratepayer, interested solely on his *own* account. A school started under such circumstances is carried on in a half-hearted way, and is usually a miserable failure. I am satisfied the slim attendance at annual meetings is largely caused by the section which provides that to be qualified to vote the rates for the year must be paid. Those interested in keeping the taxes down, and who are able to pay at any time, never fail to attend. The indifferent trustee is born of such. The Ratepayer, prevented at the annual meeting from casting his vote in favor of the school, arises, when the term is already well advanced, to demand that he be accorded school privileges *instantly* ; and is supported in his demand by the superior authorities. I believe untold advantage would result from the repeal of that part of the qualification referred to. A similar evil has been remedied in some of the Municipal Districts.

*Institutes* — Teachers' Institutes were held in Kings and Queens. The teachers of Sunbury have not yet organized. There was a good attendance in Kings. Queens was not so well attended. An excellent programme has, however, already been drawn up for next year, and is in charge of a zealous committee of management.

*Local Licenses.* — As mentioned elsewhere, I have been compelled to recommend the granting of a number of temporary local licenses, owing to the scarcity of teachers. I find that great care must be exercised to prevent injustice being done the trained teacher in the issue of these. The Trustees are less active in looking for a regular teacher the following term.

*Annual Meeting.* — Many Trustees do not forward a copy of the minutes as required. A number of annual meetings fail because of the mistaken idea that the few Ratepayers assembled, say three or four, are not competent to carry on the business.

It would be beneficial, if some authoritative statement as to the number that would constitute a quorum, were at hand for their guidance.

*Arbor Day.*— It would appear from the Returns that an increasing interest is manifested in the observance of Arbor Day throughout this District. One hundred and twelve Districts reported this year, as against eighty-eight last. The result is generally satisfactory, although too little attention is given to preserving the work of previous years, and consequently much of the same work has to be done over. In making the return, many omit the number of the District. From the questions addressed me, some I am afraid innocently return as a day actually taught; and are thus twice credited for it.

The subjoined detail by Parishes, may serve to give some idea of the state of the service throughout the Inspectorate.

*Hampton.*— Schools are regularly maintained in this Parish; with the exception, however, of the two graded schools they are but fairly equipped. The Superior School at Hampton Station continues in charge of Mr. A. H. Sherwood, with Miss Carrie M. Hagarty in the primary department. Mr. M. E. Harrington is at Hampton Village, and gives satisfaction. Had these two Districts been united a few years ago, one excellent graded school would have been the result at less cost to the Ratepayers than under the existing arrangement. The buildings are but one mile apart. No. 1 has made some improvements to the building. Their house accommodation is not ample enough for the number of children attending. A small but very satisfactory school has been conducted by Miss Emma Colwell in No. 7. No. 5 has had no school for some years, but under an arrangement with the Trustees of No. 9, sends its children to the school of that District. This is irregular, and I have advised that the Districts be united. No. 10 (Darling's Island) does not have a school regularly. The District is small.

*Norton.*— No. 1 has carried out the recommendation made by me, and presents a very satisfactory appearance. Improved furniture has been provided. No. 2 is now recognized as a Superior School. They have had a too frequent change of teachers. I hope they will be able to retain the services of their present principal, Mr. J. W. Richardson. No. 5 has a fine building, well appointed. The enrolment, each term, reaches fifty or upwards; but a class-room assistant is not employed. No. 11 does not have a school.

*Springfield.*— No. 1 has made improvements, and now has a male teacher of the first class, Mr. J. W. Flower. The Trustees have applied for the Superior Grant, heretofore held by Springfield Corner. The latter has confessed its inability to longer maintain a first-class school. I cannot refrain from again "specially mentioning" No. 7 as a model country school in every respect. No. 9, the building and furniture are very poor. I have called the attention of the Trustees to the matter, and I trust improvement will be made at an early date.

*Studholm.*— No. 4 has carried out the recommendation made by me. Mr. W. M. Biggar, an experienced and successful teacher, continues in charge of No. 5. No. 11, with a fine roomy building, has a small enrolment. No. 8 was without a teacher the

first term, but secured Mr. W. C. Keirstead for the second. Nos. 14 and 20 require more suitable buildings and furniture with the necessary apparatus. No. 6 is well supplied with apparatus, chiefly through the efforts of its teachers. I hope a new house will be erected in the near future. It is to be regretted that No. 10 (Smith's Creek) has not a larger enrolment to enjoy its finely appointed brick house.

*Sussex.* — Affairs in No. 1 are not as satisfactory as I would like to see. Last term it was operated as a miscellaneous school in charge of the primary teacher; but is again to be graded, of two departments. The site is low; and the premises are often in an intolerable condition from the overflow of water. No. 2 (Grammar School) has carried out my recommendation in the matter of providing an additional department. Mr. S. A. McLeod, who ably conducted the Grammar School for a number of years, severed his connection with the District, and with the profession. He was succeeded by Mr. R. D. Hanson. The Trustees of No. 12 were compelled to employ a teacher under local license. No. 13, a small District, made suitable repairs to the building; and had school the first part of the year. The Superior School at Apohaqui retained the services of Mr. W. T. Goodwin. The Trustees have made no effort to provide a suitable room for the primary department, as pointed out in my report last year. The present quarters are poorly lighted, badly ventilated, and unfit for the purpose.

*Waterford.* — The building in No. 2 was destroyed by fire last summer. A new house has not yet been provided for. No. 8 has a large enrolment; and should have a class-room assistant.

*Hammond.* — In the outlying Districts of this Parish, schools are not regularly maintained. Miss Lizzie M. Hicks has a large attendance in No. 6; and does excellent work, quite up to the line of a Superior School. Needed repairs to the building have been made in No. 4.

*Upham.* — No. 2, though small, has a neat new building. Connor Settlement had no school this year. Mr. W. L. McDiarmid has returned to the profession, and is doing advanced work in No. 3. I have called the attention of the Trustees of No. 5 to the unsatisfactory state of building and furniture.

*Rothsay.* — Repairs to the buildings have been made in Nos. 3 and 6. Schools were in operation in all, except No. 6.

*Kingston.* — I am unable to account for the lack of interest in educational matters in No. 1. While it is maintained as a graded school of two departments, often but one, the primary, is in operation. It is, I suppose, an instance of the cold wave that occasionally strikes our best Districts. I trust No. 5 (Clifton) will continue to qualify as a Superior School. This, for some time, has been in charge of Miss Louise Wetmore. One of the best equipped schools in this Parish, is to be found in No. 11.

*Kars.* — There is little of importance to note in this Parish. It is, however, pleasing to find that although small, schools are generally to be found in each District. Repairs to building, apparatus, etc., are needed in Nos. 2 and 4. Miss W. A. Toole has a very satisfactory school in No. 5. There are but seven children in the District, yet No. 6 has a Teacher each term.

*Blissville.*—Schools were in operation in all districts. Too many delay opening until late in the term. Much is to be desired in the matters of buildings, furniture, and apparatus.

*Gladstone.*—Mr. S. D. Alexander remains in charge of the Superior School at Fredericton Junction. Agitation over the division of the District prevents a large attendance in No. 2.

*Burton.*—Miss M. L. Gregory had an excellent school in No. 2. I regret she has left the District. The Trustees of No. 7 have promised to build a new house. Agreeably to my recommendation, new furniture was ordered for No. 5.

*Lincoln.*—I ordered repairs to the building in No. 3 (Waasis), which, I believe, have been made. Mr. Alva White was in charge of No. 1 at my last visit. This is well appointed—one of the best in the county.

*Maugerville.*—The freshets interfere with the schools in this parish. Many were not in operation at the time of my visit. The Superior School of this parish is in No. 2—Miss H. L. Barker, principal.

*Sheffield.*—The schoolhouse in No. 1 was partially destroyed by fire; but school was being carried on in a vacant store. The building was to be repaired at once. No. 2 (Grammar School) has secured Mr. Aaron Lawson, A. B. He gives much satisfaction. I have no doubt that, under his management, it will speedily rank well among schools of that grade. There is a school of good standing at Lakeview Corner.

*Northfield.*—Schools have not been in operation at Hardwood Ridge, or New Zion, at any of my visits. No. 8 (Chipman and Northfield) should employ a classroom assistant.

*Wickham.*—No. 11 procured the apparatus suggested. No. 10 (Henderson Settlement) has made no effort to carry out my recommendation to repair the building and provide new furniture.

*Johnston.*—When I visited this part of the Inspectorate in September, Nos. 3, 4, 5, 9, 12 and 13 were without teachers. Some of them succeeded in opening schools later in the term. A special visit was made by me to No. 14; when I endeavored to arrange for the building of a new house. Dissension arose over location and nothing has been done. It is urgent that a new house be built in No. 5 (Coles' Island).

*Brunswick.*—I was compelled to recommend that temporary licenses be issued for a number of the Districts in this Parish. Many think themselves too poor to employ trained teachers.

*Waterborough.*—I have recommended a new house for No. 2. The building in No. 4 has been repaired. No class-room was provided for. By reason of the large enrolment, an assistant should regularly be employed. No. 10 has enlarged its house. It is now nicely painted, and presents a very favourable appearance. New furniture is needed.

*Cambridge.*—All schools were in operation. I have repeatedly called the attention of the trustees of No. 2 to the necessity of having a class-room assistant. Up to the

present, they have not given attention to the matter. No. 9 is to repair its building. The school at Lower Jemseg is satisfactory.

*Chipman.*—This Parish has a good teaching staff. Nearly all are in a satisfactory condition. The Superior School at Gaspereau Forks—Mrs. M. S. Cox—is very efficiently conducted. No. 11, now in charge of Mr. C. D. Strong, makes a good showing.

*Canning.*—Schools are not regularly kept up throughout the year. The spring freshets partly account for this. The school at Scotchtown is an exception. An ideal Secretary is found here in James Palmer, Esq.

*Gagetown.*—Miss M. K. Tibbetts, A. B., has been appointed Principal of the Grammar School in the place of John R. Dunn, A. B., who has left the profession. The old building in No. 8 A., destroyed by fire, has been replaced by a more suitable one. The prompt action of the Trustees in the matter deserves commendation. Mr. S. C. Weston, who for a number of years ably managed the school at Upper Gagetown, left the service to enter mercantile life.

*Hampstead.* No. 1 has carried out my recommendation. No. 1½ has school infrequently. No. 5, Mr. W. A. Machum, has repaired its house; but improved furniture is greatly needed. No. 10 (African Settlement) has a very suitable structure, with improved furniture; and is well supplied with maps.

*Petersville.*—Many Districts did not maintain schools the first term; but nearly all were in operation the last. No. 1 has improved the appearance of building and premises.

I have the honor to be,

Your obedient servant,

F. E. WHELPLEY.

#### INSPECTORAL DISTRICT No. 5.

W. S. Carter, A. M., Inspector, St. John, N. B.

*This District embraces the Counties of St. John and Charlotte, and the Parishes of Westfield and Greenwich, in King's County.*

DR. J. R. INCH,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR— I beg to submit the following report for the year ending December, 31st, 1891:—

*Clarendon.*—No. 1 has supported a school as usual, and made improvement in premises and apparatus. The house in No. 2 was burned last year. As the district was very large a number of the ratepayers petitioned for its division. Some new territory was added, and a new district laid off, embracing a part of the original No. 2. Money has been voted in both districts to build new houses. Both districts are weak

in resources, and the support of regular schools will entail a heavy burthen on the rate-payers. There are few new settlers coming into the parish. No. 9 has had a school a portion of the time, and has voted money for a new house.

*Lepreaux.*—No. 1 has had no school in operation during the year. There are few pupils and no one seemed sufficiently interested to move for a school. No. 2 is supporting a good school, but the house is getting worse each year. No. 3 shows a great advance this year over last. A good school has been maintained and the house has been neatly painted. By the exertions of Miss Annie Crewdson, the energetic teacher, a school globe and much useful apparatus have been procured. A school library has also been started. No. 5 has had a school in operation during a part of the year. The house has been painted both inside and outside and the District is well equipped for school purposes.

*Pennfield.*—The schools in this Parish have been well maintained as usual. By the exertions of the teachers assisted by pupils and parents, school flags have been procured in Nos. 2 and 4. No. 3 has again secured the services of Miss Annie M. Prescott, and the school has been supplied with some necessary apparatus. No. 6 has supported an excellent school and has painted its school house and improved the school premises. Owing to the prevalence of contagious diseases, it was found necessary to close the schools in Beaver Harbor No. 2, during a portion of the second term.

*St. George.*—No. 1 is progressing as usual, the grounds have been neatly fenced during the year. No. 2 needs a new house. No. 5 has greatly improved as to the furnishing and interior of its house. It still needs painting. No. 10 has had a school in operation during the year, for the first time since I have held office. The children are few, but a very satisfactory start has been made. No. 8½ has improved its house and keeps a school in operation during part of the year. There are only three resident Ratepayers in this District. No. 12 has an excellent school as usual. This has always been one of the best schools in the Parish. The people seem fully alive to the benefits arising from a good school. No. 13 might have an equally good school if the children could be induced to attend regularly. The same may be said of No. 14. This District has now an excellent house and there are many pupils to attend. For the last year, however, the school has been very indifferently supported. This has been partly due to difficulty in securing a teacher. I hope for better results in the future. No. 16 has made some improvements. The Parish of St. George is the most populous in the County and has more schools in operation than any other. They are not supported as regularly as in some of the other Parishes.

*Dumbarton.*—No. 1 had a good school in operation at my last visit. No. 5 has maintained a school regularly but owing to some real or fancied grievance, only a part of the Ratepayers would send their children. No. 4 has school part of the year. No. 6 has, during the year, built one of the neatest and most commodious houses in the County and the Ratepayers are justly complimented upon it. The grounds which were presented to the District by Robert McKinney, Esq., are large and beautifully situated. Many of the Citizens of St. Stephen attended the formal opening of the new house, and before they departed the Trustees were presented with a school flag. Mr. A. V. Clarke has been appointed Teacher and I am informed that the school is doing good work.



*St. Patrick.*—No. 1 does not maintain a very good school. There is no good reason for this. My report last year concerning No. 2 was somewhat premature. It is true that the Ratepayers voted the money for a new house and I hoped to be able to report one this year, but for some unaccountable reason the Trustees took it upon themselves not to carry out the wishes of the meeting. No. 8 only supports a school during a portion of the year. No. 5 supports an excellent school and the results are apparent. The other schools were maintained as usual.

*St. Croix.*—The house in No. 3 has been newly painted and the school has improved generally. No. 5 has an excellent school which is kept in regular operation. This gives it the advantage over many neighboring Districts. No. 4½ has an excellent house and beautiful grounds. The school is well attended and regularly kept in operation.

*St. Andrews.*—The people of St. Andrews are well pleased with their schools and they have reason to be. The staff of teachers is well organized and efficient, and the Trustees conscientiously attend to their duties. During the year a considerable amount has been expended for School Libraries. A school flag has been procured for the advanced school building. An excellent feature in the schools of St. Andrews is the provision made for good supplementary reading. Tables are supplied by the Trustees and the reading matter by the teachers and pupils. At intermissions and during spare time the pupils have an opportunity of acquiring much useful information and general culture. It was my privilege to spend Arbor Day in St. Andrews and the interest taken in the observance of the day by teachers, pupils and trustees was most gratifying.

*St. David.*—No. 1 has a good school. No. 2 has been almost entirely re-built and re-furnished. This improvement has been needed for a long time. The schools in this Parish are generally well maintained for nine or ten months in the year. This long summer vacation usually necessitates a change of teacher and the schools suffer in consequence. No. 10 has painted its house. The Superior School at Moore's Mills is excellent as usual. The library is being added to and the general educational interest in the District is most satisfactory.

The school building, furniture, apparatus and premises of the schools in the Parish of St. David are now, I may say, excellent throughout.

*Dufferin.*—Both schools in this parish have been maintained, as usual, during the year. There is a tendency in No. 2 to keep the school in operation only nine months in the year. There is no good reason why this should be done. The school is very large and should be constantly kept in operation. Miss May Webber, who for a long time had charge of the school, and whose services were most highly appreciated by all, has resigned. No. 2, not to be outdone by No. 1, has also procured a school library. Miss Carrie L. Thompson continues to give good satisfaction in No. 1.

*St. James.*—The schools in this large and important parish have done very satisfactory work during the year. The houses, grounds, apparatus and furniture in the schools of St. James do not, perhaps, average so well as those in St. David, but there are more poor districts in St. James. The schoolhouses in this parish are nearly all attractively painted, and about all are comfortably furnished. The new house in No. 4

has been occupied during the year. It is well suited to the needs of the district. The house in No. 11 was burned during the year. I regret an unfortunate disagreement over school matters in No. 16. The school at Beaconsfield has been kept in operation during the whole year.

*St. Stephen.* — There seems to be very little educational interest taken in No. 1. This District adjoins the town of St. Stephen and it would seem ought to be influenced by it. The contrary is the case. The school is not maintained regularly and the house is most shabby in appearance. The same may be said as to the appearance and furniture of No. 8, Valley Road. The interior of the house in No. 7 has been greatly improved and new furniture has been procured. It is proposed to paint the house. The house in No. 4 should be condemned as it is no longer fit for school purposes. The money for a new one has been voted but the Trustees have been hampered and impeded in so many ways that nothing has been done yet. No. 5 is perhaps the only school in the Province that operates its school on the American plan. It takes the whole month of December for vacation and closes its school at other odd and inconvenient times.

*West Isles.* — If some remedy could be devised for better school attendance in the fishing communities the results would be much more satisfactory. Most of the schools on the Islands of Charlotte County are generously supported and the school houses, especially on Grand Manan and Campobello, are among the best to be found in country districts.

The Schools on Deer Island have been regularly maintained as usual. No. 2 has been fortunate in securing the services of Miss Jessie Sutherland who was for some time one of the most efficient teachers in St. John. The school in No. 3 is not well graded, and the class-room provided is not well adapted for the purpose. A new house is needed in this District. The house in No. 4 is not up to the needs of the District. The same condition of affairs exists at Lord's Cove, No. 5, as last year. All admit the necessity of improved school accommodation but no steps have been taken to provide it. Mr. A. C. M. Lawson, an efficient teacher, gave up the school owing to the difficulties of his surroundings. The schools in 6 and 6½ have not done as efficient work as in former years. The School in No. 7 is very satisfactory. No. 8 has lost a good patron in Mr. Benj. Simpson who has removed from the District.

*Campobello.* — Mr. A. W. Hickson has been in charge of the Superior School in No. 1 during the year. The attendance and general progress of the school have not come up to my expectations. Through the exertions of the teachers, generously assisted by the Ratepayers and summer visitors at the hotels and cottages of the Island, a large sum has been raised for a school library. No. 2 has been maintained as usual. No. 3 has painted and newly furnished its house.

*Grand Manan.* — The schools on Grand Manan have all been in operation during some part of the year, the majority of them during the whole of it. Mr. C. T. McCutcheon, for a long time the efficient teacher in No. 2, has left it to take charge of No. 3. I am glad to say I was able to reach Whitehead at my last visit to Grand Manan and found the school in operation.

*Milltown.*—I was much pleased at my last visits to Milltown with the general educational interest evinced on all sides. The attendance was good. The teachers hold regular meetings and are very much interested in their work. The Board has been appreciative and generous and has voluntarily increased some of the teachers' salaries. This perhaps accounts for some of the zeal of the teachers and it is an example which I hope other Boards will imitate. Mr. T. W. Butler presented the schools with a flag which was first hoisted on Arbor Day. I regret to report that the music which was taught in the schools last year has been discontinued as far as instruction in it is concerned. I hope the Trustees may see their way clear to revive it. The Misses Hanson, who are very highly esteemed in Milltown have retired, it is hoped temporarily. Misses Black and Kerr have been appointed in their stead. Miss Gilmore, who is also very much thought of, has resigned.

*St. Stephen (Town).*—With, perhaps, an exception or two, all the schools in St. Stephen are very efficient and fully come up to the very high standard required by the trustees and citizens. There are some defects however, which should be remedied. I remarked in a former report that the work in the High School was too heavy for one teacher. The secretary states in his last report that the board is well satisfied with Mr. McFarlane's work. It has every reason to be. If an assistant were appointed it might have reason to be better satisfied with the general efficiency of the schools. As there is no local superintendent, the principal should have liberty, when he deems advisable or when necessity requires, to visit other departments under him. As it is now, he can not do so. Grades VII. and VIII. are at present very much crowded. There should be instruction in music in all the schools. St. Stephen is about to lose some of its best teachers. Miss L. D. Coyle, who for the past six years has so efficiently conducted the primary department in the Mark's Street school, has resigned. Her loss will be severely felt and her place most difficult to fill. Miss Dibble and Miss Bridges have obtained leave of absence. Miss Robinson has resumed her school. A school flag has been procured for the brick school building. A school library would be of great advantage.

*Musquash.*—The schools in this Parish have all been in operation during some part of the year—nearly all of them regularly. No. 7 does not provide for a school as well as it should. No. 8 maintains an excellent school all the time. For a poor District the house and its surroundings can not be surpassed. No. 9 has maintained a school during a part of the year. No. 6 has lost the service of Mrs. A. Richard, who has taught the school so long. All the schools in Musquash are well equipped for doing good work.

*Lancaster.*—Nos. 1, 2 and 13 are graded schools. The work done in Nos. 1 and 13 is fully up to the standard of graded schools anywhere. No. 2 is working up, but it labours under the disadvantage of having poor school rooms and over-crowded primary departments. Some better provision should be made at once. A great advance has been made in this District during the year in the provision of better apparatus. The trustees are taking a very commendable degree of interest in the schools. Mr. H. F. Perkins has resigned and Mr. E. M. Brundage has been appointed in his place. No. 3 is doing fairly well. There is no school in No. 4 and the prospects for having one do not seem at present very bright. Nos. 14, 15, and 16 are all in good condition. Except No. 4, all the schools in this Parish have been in regular operation.

*Simonds.* — There have been two new schoolhouses built in this parish during the year, and both after plans furnished by the Board of Education — one at Otter Lake, No. 18, and the other at Red Head, No. 9. Both are well painted and conveniently arranged. No. 4 has painted its house. No. 5 has not maintained a school as regularly as usual. No. 10 has not had a school in operation during the year — there are very few pupils to attend school. Miss Isabella Higgins, the energetic teacher in No. 8, has by means of a school entertainment, made a very good beginning toward a school library. The schools in this parish are for the most part maintained in a very satisfactory manner.

*St. Martins.* — A fine new High School building, built after plans furnished by the Education Office, has been erected during the year. It was much needed and has greatly relieved the pressure in the other buildings. The work of the school itself has somewhat fallen off from its very high standard of last year. Funds have been raised to found a school library. The other departments in No. 2 are doing satisfactory work. A very handsome new house has been built at Hanford Brook, No. 10. I hope some of the adjacent districts will think its example worth imitating. Nos. 3, 3½ and 4 have been newly furnished during the year. No. 11 has been well painted. Improvements have been made in No. 13.

*Westfield.* — The improvements in school matters in this Parish is most satisfactory. No. 1 has been painted in a very neat and attractive manner. No. 2, already well furnished and equipped, keeps adding to its school library. I regret that failing health has compelled its efficient teacher Miss M. E. Henderson to give up the school. This District has been, during the year, divided, owing to the distance of those residing on the back tier of lots from the school. The new District is styled Inglewood, No. 2½. No. 3, in its work and equipments, is fully up to any district in the Parish. Nos. 4 and 5 have had schools in operation during a portion of the year. No. 5 is still turbulent, for which there is no apparent cause. The other Districts have been well supported during the year and are well equipped for school work.

*Greenwich.* — No. 1 has repaired its house and has procured some very necessary apparatus. No. 2 has not yet begun its new house but proposes to do so soon. No. 3 no longer employs a male teacher but at my last visit there was an excellent substitute in Miss Hanson. No. 4 has painted its house. No. 5 is not improving. Its school is the least satisfactory of any in the Parish.

*City of St. John.* — Several new departments have been opened during the year and one new school building erected in the North End. It accommodates five schools and the rooms are very bright and well arranged. Up to this time the sanitary arrangements are very defective but improvement is contemplated as soon as is practicable. The annex of the Victoria School building is being enlarged to accommodate the departments which are now located in the highest flat in that building. This will be a very decided improvement, as it is generally conceded that the smaller children are placed too high. I understand that it is proposed to convert the story vacated into a school museum and general assembly room combined. This would be an excellent arrangement. A good school building instead of the old Madras is still a necessity.

Some improvement has been made in regard to seating pupils in the most favourable position as to light during the year. There is room for a great deal more in the same direction. The heating of all the rooms is good. The ventilation in many of them is very bad. In the matter of apparatus St. John cannot be said to be very progressive. Some very necessary apparatus has not been procured at all, and some that has become worn out, is not being replaced as promptly as the needs of the service require. A good public play ground would be a great boon to the children of St. John, and the donation of such would confer on the donor the lasting obligation of all interested in the physical development and healthful recreation of the children of the city. The boys' High School has been subjected during the year to some adverse criticism. It must be borne in mind that the accommodation and arrangements in that school are perhaps worse than in any other in the city. The pressure of numbers during the year has further increased these disadvantages. The rooms are small, unevenly heated, poorly ventilated and unprovided with cloak-rooms. The blackboard surface is very deficient and all the arrangements are insufficient for the proper control and efficiency of a High School. While the equipment of nearly all the schools in the city has, I believe, improved during the last ten years, that of the boys' High School has remained stationary and is perhaps worse to-day than ever. An additional master has been appointed, which was a step in the right direction, but before the school can rank as it should better quarters must be provided for it.

The schools of St. John have suffered a severe loss during the year in the retirement of some of the most efficient primary teachers. The places vacated by Misses O'Sullivan, Robertson, White and Hea will be difficult to supply at once. Primary teachers, with tact and sympathy for their work, are difficult to obtain, and when secured, are not always duly appreciated.

St. John having all its schools graded, and paying the highest salaries in the province to its teachers, should be fairly expected to secure the best teaching talent obtainable. I doubt whether all the appointments made are in the best interests of the service. There are too many young teachers holding second-class licenses, and having had little or no experience, being added to the staff. Some of these teachers do fairly well while others are failures. They would all be the better for a little more experience acquired in the less difficult country schools. It may be said that these teachers acquire experience on the reserve staff. All who have knowledge of the matter, I think, will agree with me that the position of the reserve teacher is the most trying of all to discharge efficiently. The action of the Trustees of St. Stephen and Moncton in appointing only first-class teachers to their staffs, I believe might be profitably imitated by the St. John Board. A first-class license means one of two things — either two years experience in teaching or superior teaching ability. No amount of experience will entitle a teacher to undergo examination for first-class unless she is certified to as having the necessary skill. It may not follow certainly that a first-class teacher will always do better work than a second, or even a third class teacher, but the probability is in favor of the first class teacher, and the results justify it. Appointments of such a nature by the St. John Board would greatly stimulate teachers generally in the desire to obtain the highest professional standing possible, and might have the effect as well of elevating the standard of scholarship in the preparatory schools. I

am glad to be able to report that the study of Latin has been restored to Nos. 7 and 8. Something has also been done during the year by the Board in introducing music into the schools. Prof. Anderson was engaged, and instruction was given to all the teachers who desired to avail themselves of it. A great many took advantage of it, and if the work is followed up great benefits will be conferred upon the schools. During the year St. John adopted the matriculation examination of the University as its standard graduation from the High schools.

#### SCHOOL GROUNDS AND PREMISES.

Arbor Day was observed as usual in my District. There were planted nearly 1000 trees beside shrubs. In addition there were many flower beds made as well as improvements in the school grounds. I think that a perusal of the part of this report relating to the different Parishes will show a very gratifying amount of work in the way of ornamentation of school grounds and buildings. A few new houses have been built, many have been repaired and painted. Some have been newly furnished and in nearly all there has been something supplied that would add either to the comfort or efficiency of the schools.

#### THE SCHOOL DISTRICT.

The year has been with me, a very quiet one as far as disputes incidental to the support of the schools is concerned. All the School Boards have, in a fair measure, performed their duties. In only one case has it been necessary to remove Trustees from office for refusing to act. Owing to the day on which the Annual Meeting was held having been very stormy, more meetings had to be called by me than usual.

#### COURSE OF INSTRUCTION.

After a careful examination, during the year on the Temperance Teaching prescribed in the course, I am obliged to admit that it so far has been a failure. Teachers evince a decided disinclination to deal with the subject.

Mental Arithmetic is taught in the majority of schools in a very unsatisfactory manner. There does not appear to be sufficient attention to Mathematics and Natural Science in the High Schools. As some of the High Schools in the Province, following the example of St. Stephen, alluded to in my last year's report, have taken the Matriculation Examination of the University as their standard of graduation, it would seem that there should be more conformity between the course of instruction and the present requirements for Matriculation.

#### SCHOOL LIBRARIES.

There is a very gratifying movement going on in this District in the way of providing school libraries. Many have made a beginning and more Districts propose doing so. A well selected catalogue of books is needed. It should provide for books suitable to the attainments of all grades of pupils. I hope to see this movement become general.

#### COUNTY INSTITUTES.

The County Institutes in this District are growing in influence and interest. The attendance at them has never been larger than in the past year. The Institute for Charlotte County was held in September, in St. Stephen. There was an attendance of

nearly one hundred teachers. A public meeting was held in Milltown at which the attendance was very large.

The executive of the St. John County Teachers' Institute engaged the services of Mr. R. C. Metcalf, one of the Supervisors of the Boston schools, and Mr. John Brittain of the Prov. Normal School. The addresses of these gentlemen were much appreciated and greatly assisted in making the Institute one of the best ever held in St. John. A public meeting in connection with the Institute was held in the hall of the Centennial School building.

Dr. Inch, Chief Superintendent of Education, was present at both Institutes and gave an address at each of the public meetings.

Respectfully submitted,

WILLIAM S. CARTER.

St. John, N. B., Dec. 31st, 1891.

### INSPECTORAL DISTRICT No. 6.

H. V. B. Bridges, A. M., Fredericton, N. B., Inspector.

*This District comprises the County of York and the County of Carleton, except the Parishes of Aberdeen, Kent, and Wicklow.*

J. R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I beg leave to submit the following report for the year just closed:—

Although, perhaps during the last term of the year, the number of schools in operation was not quite up to that of the preceeding year, this was due to the difficulty which Trustees met with, in some of the more remote Districts, in being unable to obtain a teacher, and not to any lack of interest on their part or that of the Ratepayers, in the educational welfare of the District.

An examination of the following detailed statement of the work, as carried on in the several Parishes, will give evidence of the steady advancement made in educational work throughout this large Inspectoral District.

*St. Mary's.*—In No. 2 St. Mary's, the advanced department, at my annual visit, was being successfully conducted by Mr. Frank Good; the Trustees were unable to retain his services longer. Since then the school has twice changed hands; this, of course, is detrimental to the true welfare of the school, but I am able to report that good work has been done. The primary department in the same school has been crowded the last few terms, and either a new department should be opened or some change made in the work of each department. A number of school districts in this Parish signified their intention, at the Annual Meeting, of repairing their houses during the coming year. Of the twenty-one schools not one was closed throughout either term of the school year.

*Douglas.*—The school house in No. 17 was furnished throughout with new desks and the grounds were nicely fenced. It presents as nice appearance now as any in the Parish. The new building in No. 14 was slowly brought to completion during the year. It has not been furnished, however, as there are only a few pupils in the District, and they are quite young. No. 4, Pugh's Crossing, has voted money to erect a new building, which is certainly much needed. Trustees in No. 19 were unable to obtain a teacher during the term just closed. At No. 3, Keswick, Mr. Everett, who has taught for a number of years to the entire satisfaction of the District, has resigned. It is to be hoped, however, that the Trustees may induce him to remain longer. In my last report, with regard to District No. 1, I alluded to the fact that Trustees refused to retain the services of a competent teacher; to some, the idea may have been conveyed that a reflection was made upon the succeeding teacher. This I have to disclaim, as when my last report was written I was ignorant who was to succeed in the appointment.

*Stanley.*—No. 6, Williamsburg, has recently been divided. This was needed on account of its length and the large number of pupils in District who were unable to attend school. The buildings in Maple Grove, Giant's Glen, and Taxis have been supplied with new furniture. The distance from the School House in No. 1 to that in No. 14 is about six miles. Between these there are several Ratepayers who are situated a long way from either school and will probably soon be set apart in a District of their own. There has as yet been no demand, in Stanley Village, for a Superior School.

*Bright.*—The thirteen schools in this Parish were all in operation during the term just closed. The advanced department of the school, at Keswick Ridge, was successfully taught during the year by Mr. O'Blenes and Mr. Knight. It was unfortunate that neither could be retained for a longer period. In No. 3, Miss Haines has taught an excellent school for several years. A new building is needed in No. 9.

*Queensbury.*—The buildings in Nos. 7 and 11 were repaired during the year; while those in Nos. 4 and 5 will be during the coming year. Miss Mabel Murray has taught the school in No. 6 to the satisfaction of all concerned for a number of terms. The schools in the Parish were open uniformly during the year.

*Southampton.*—The building in No. 5 was extensively repaired. In No. 8, Campbell Settlement, the recent difficulty between ratepayers was settled by law; since then a new building has been erected, and a school will be taught during the coming year. At Millville, No. 11, the school is too large for one teacher to overtake the work without the aid of a class room assistant. The Trustees, however, are reluctant to increase the expense of running the school in the least degree. All the schools in the parish were open during the year with the exception of Nos. 18 and 16. No. 18 is probably closed permanently, as there are no children now in the district. The Trustees in No. 16 were not able to obtain a teacher, as they set about it too late in the term. In the new settlement of Grandville, a school has been taught continuously for two years.



*New Maryland.* — The school at No. 1A remained closed during the year, as the trustees were dilatory in looking for a teacher. There is no likelihood of a school being opened at No. 4, Green Point, in the near future. Miss Kate Doak, who taught the school in No. 1 successfully for a number of years, resigned to take charge of a school in the Parish of Stanley.

*Kingsclear.* — The school in No. 12, which was closed for upwards of a year, was operated during last term. The building in No. 4 was newly furnished. Those in Nos. 10 and 11 need it. The Trustees in No. 5 showed their lack of interest in educational matters by purposely allowing their school to remain idle during the last term of the year. The buildings in this parish, with a few exceptions, do not do it credit.

*Manners Sutton.* — In No. 2 the building was repaired so as to give more room to the primary department, and the advanced department was furnished with some necessary apparatus. Mr. Chamberlain had only been here a short time at the time of my visit, but was doing good work. The educational needs of this parish are always well looked to, and schools are kept open throughout the year.

*Prince William.* — At McAdam, the Ratepayers voted money to enlarge their building and open a new department. The enrolment, upwards of seventy, has been altogether too large for one teacher. Miss Minnie Burpee, however, has the school under excellent control. The building in No. 6, Blaney, was completed during the year; but trustees were unable to obtain a teacher; it will be opened during coming term. The building in No. 1 has been newly repaired and furnished.

*Dumfries.* — The school at Allendale, No. 5, should have had a trained teacher last term; but the trustees were not able to obtain one. In No. 3 the school will not be opened during the coming term. There are not more than four pupils to attend school; yet there was once an enrolment of forty here. At St. Croix, No. 7, the trustees should have kept the school in operation throughout the whole year. The schools in this Parish are all small.

*Canterbury.* — During the last three terms the school at Canterbury Station has been successfully taught by Mr. Masterton, who has resigned for the purpose of attending Normal School. This school has been operated as a graded school part of the year only; in justice to pupils, however, two teachers should be employed throughout the whole year. In No. 22 a new building has been erected in place of the one lately destroyed by fire. During the past year the schools in this Parish have been maintained more uniformly throughout the year than in any previous year of my term of office. A new building is needed at Doorington Hill, No. 7. The school in this District was opened last term, after being closed upwards of a year. Extensive repairs were placed upon the building in No. 9, by means of proceeds of an entertainment held by the teacher, Miss Emma Dorcus, and the pupils.

*North Lake.* — During the term just closed some of the Districts here were unable to obtain trained teachers, this is perhaps due to the distance this Parish is situated from the other Parishes in the County. The difficulty will be overcome when it is able to furnish its own teachers. Considerable repairs were put upon the building in No. 13½. New buildings are needed in Nos. 19 and 19½.

*Woodstock.*—At Upper Woodstock, a number of Ratepayers, more directly interested in lowering their own taxes than in maintaining an efficient school, taking advantage, at the Annual Meeting, of the absence of a number of Ratepayers, voted only money enough to run an ungraded school, with a teacher of 2nd class. The teachers' contracts do not expire till June, and it is to be hoped before that time a special meeting will reverse the vote of the Annual Meeting. Some of the Ratepayers in District No. 1 are situated upwards of two miles, on a hilly road, from the school in their District; they should be set apart in a separate District. Some repairs have been put upon the school in No. 9.

*Richmond.*—There were more schools closed in this Parish, during part of the year, than usual. No. 12 A was unable to obtain a teacher during last term. A new building is needed at Richmond Corner, and that at Debec is hardly large enough to accommodate the number of pupils in attendance. The school in No. 10 was closed during last term; this District is well able to maintain a school throughout the year. The house in No. 17 needs repairing and refurnishing; owing to some local trouble, that school was not well attended during last term.

*Wakefield.*—The efficiency of the schools in this Parish has been referred to before by me, and they have not fallen below their usual standard of excellence during the past year. In Districts Nos. 11 and 14 there are a number of Ratepayers adjoining each other who are situated too far from a school and will probably be set apart in a separate District during the coming year. The school in No. 4 was the only school closed at any time during the year in this Parish.

*Wilmot.*—The building at Williamstown, No. 5, received a thorough repairing, and some repairs were put upon the house at Bloomfield Corner. At Lower Bloomfield the building will be repaired during the coming year. I hope the same will be done at Brookville; matters are as bad here at present as they can well be. At Centreville, Mr. Miller has had charge for the last six months and continues in the position upon the re-establishing of the Superior School.

*Simonds.*—A new building is still needed in No. 6; no decided action has as yet been taken by the Ratepayers in the matter. In No. 1, the house was thoroughly repaired and painted. I wish I could say the same of that in No. 2. The Graded School at Florenceville has done, as usual, excellent work. The work would be more pleasant for teachers and pupils in a new building.

*Peel.*—The house at Lansdowne, No. 6, was burned during the year; it will be immediately replaced by a better one. In the rear of No. 1, Kent and Peel, is a small school which should be cut off into a separate District, and a recommendation will be made to that effect at the next meeting of the Board of Education. The house in No. 5 needs repairing. The school in No. 14, Peel and Kent, remained closed during last term without any sufficient reason.

*Brighton.*—In No. 1, Newburg, a new building will be erected at once, as the old one is entirely unfit for use. A new house will be built in Carlisle to replace one destroyed by fire. The house in Lower Windsor will receive extensive repairs.

Cloverdale, No. 19, is a long District, increasing in population, and will probably have to be divided before long. A new building will be erected, during the coming year, in No. 13. The school at Hartland was operated as a Graded School for the first time during the past year. The building in No. 17 received extensive repairs and was refurnished.

*Northampton.*—District No. 8, in which there has never been a school, was organized, and the Ratepayers will erect a building and place a school in operation during the coming year. The teacher's work at Grafton, No. 4, is too heavy; the Trustees should employ a class-room assistant.

*City of Fredericton.*—The energy of the Board of Trustees has at length overcome the difficulties in the way of erecting a new building on York Street. A large and commodious structure is here in course of erection that will reflect credit on trustees and city. During the year, the death of Mr. J. Meagher, removed from among the teachers of the city their oldest member—one who had long worked earnestly and faithfully in his position as Principal of the Regent St. School. The position thus vacated, was filled by the appointment of Mr. Frank Owens, who has zealously entered into the work. It is needless for me to comment upon the efficiency of the schools in this city. In the Collegiate School, Miss Annie Gregory has filled the position vacated by Miss Jane Gregory now Mrs. Armstrong. Excellent organization, together with a careful system of grading, has increased the efficiency of this school in the last few years.

*Town of Woodstock*—Owing to the increased number of pupils in the Grammar School the trustees found it necessary to employ another teacher to take charge of the IX. standard. During the past few years the enrolment in advance of the eighth standard has increased nearly 100 per cent. which speaks well for Mr. Steeves' Principalship. Mr. Frank Good was appointed as principal of the Broadway School at the beginning of the last term. The increased number of pupils in the primary grades of the town will necessitate the opening of a new department before long.

#### SUPERIOR SCHOOLS.

There are five Superior schools in York County:—at Marysville, Keswick Ridge, Canterbury, Harvey and Forest City. Those at Marysville and Canterbury are still under the careful direction of Messrs. Day and Girdwood. During the past year, Miss Truswell has conducted the school at Forest City satisfactorily. Those at Keswick Ridge and Harvey have twice changed teachers during the year, and are now being taught by Messrs. Blakeney and Chamberlain.

In Carleton County there are four Superior Schools within this Inspectorate—at Jacksonville, Hartland, Florenceville, and one lately re-established at Centerville. Mr. Farley has charge of the school at Jacksonville. The efficiency of the school at Hartland was increased during the year by the employment of a trained teacher for primary department. Mr. Plummer has taught the Superior School here for several years. Mr. Hendry still has charge of the school at Florenceville. After a lapse of three years the Superior School at Centerville has been re-established, thereby enabling the trustees to give a salary that may retain the services of a competent teacher for some length of

---

time. Mr. S. Miller taught this school for the past term. The only ungraded Superior School in this Inspectorate is at Forest City.

#### SCHOOL LIBRARIES.

A large number of schools have been furnished with fairly good libraries, and a good many more have signified their intention of doing so. It would seem necessary that lists of suitable books should be furnished those districts which intend purchasing libraries, as occasionally one meets with books that are hardly suited for the purpose for which they were purchased.

#### ARBOR DAY.

Although this day as celebrated this year was probably a little early in the season, 155 schools observed it in this inspectorate, which is considerably in excess of any previous year. As the number of trees to be set out must necessarily be less each year, more interest is being taken in decorating the interior of the building, in levelling the school ground, and in clearing up generally.

#### COUNTY INSTITUTES.

County Institutes were held in both York and Carleton counties during the year—at Fredericton and Woodstock. There were about eighty teachers present at Woodstock and seventy at Fredericton. The Chief Superintendent was present at both, and addressed a large public meeting, held in Woodstock, in the cause of education. The discussions in the Institute at Fredericton were rendered more interesting by the presence and assistance of Professors Stockley, Duff and Murray, of the University. Prof. Duff was also kind enough to deliver a lecture on Sound, for the benefit of the members of the Institute.

I have the honor to be,

Your obedient servant,

H. V. B. BRIDGES.



## APPENDIX D.

---

### REPORTS OF BOARD OF SCHOOL TRUSTEES.

---

#### I. CITY OF ST. JOHN.

---

##### Board of School Trustees.

###### APPOINTED BY LIEUT.-GOVERNOR IN COUNCIL.

HENRY J. THORNE, Esq.,  
*Chairman.*  
WILLIAM E. VROOM, Esq.  
D. RUSSELL JACK, Esq.  
JOHN CONNOR, Esq.

###### APPOINTED BY THE COMMON COUNCIL.

MICHAEL COLL, Esq.  
WM. D. BASKIN, Esq.  
THOMAS W. PETERS, Esq.  
GEORGE A. HETHERINGTON, Esq., M. D.  
DAVID H. NASE, Esq.

---

##### COMMITTEES.

###### SCHOOLS AND TEACHERS.

H. J. THORNE, Esq.,  
*Chairman.*  
W. E. VROOM, Esq.  
D. RUSSELL JACK, Esq.  
JOHN CONNOR, Esq.  
MICHAEL COLL, Esq.  
WILLIAM D. BASKIN, Esq.  
THOS. W. PETERS, Esq.  
GEO. A. HETHERINGTON, M. D.  
DAVID H. NASE, Esq.

###### REAL ESTATE AND BUILDINGS.

M. COLL, Esq.  
*Chairman.*  
D. H. NASE, Esq.  
J. CONNOR, Esq.  
D. R. JACK, Esq.  
W. D. BASKIN, Esq.

###### FINANCE.

T. W. PETERS, Esq.,  
*Chairman.*  
W. E. VROOM, Esq.  
GEO. A. HETHERINGTON, M. D.  
J. CONNOR, Esq.  
D. R. JACK, Esq.

JOHN MARCH, *Secretary.*

FRANK H. HAYES, *Superintendent.*

## Report of the Board of School Trustees of the City of St. John.

*To His Honor Sir Samuel Leonard Tilley, C. B., K. C. M. G., Lieutenant-Governor of the Province of New Brunswick, and the Honorable Board of Education :*

*J. R. Inch, Esq., LL. D., Chief Superintendent of Education :*

### GENTLEMEN :

The Twentieth Annual Report of the Public Schools of the City of St. John, covers the operations of the School year, January 1st to December 31st, 1891.

On the 1st of January, Henry J. Thorne was re-appointed a member of the Board and Chairman, by the Lieutenant-Governor in Council. Michael Coll at the same time was re-appointed a member of the Board by the Common Council.

The Board has held monthly regular and numerous special meetings, in addition to almost weekly committee meetings, at which questions touching upon the several departments of educational work have been carefully considered. Much time has also been devoted to the practical details of the work by individual members of the Board in co-operation with the regular officers. In carrying out a systematic visitation of schools, the Schools have been allotted to the members of the Board as follows :—

Sandy Point Road, Millidgeville, Spar Cove and Indiantown, — John Connor.

Peel St., Douglas and Madras, — D. H. Nase.

St. Peter's, Boys and Girls, — M. Coll.

Winter St., Centennial and Partridge Island, — G. A. Hetherington.

Convent, St. Vincent's, Waterloo St., and Grammar, — T. W. Peters.

Leinster St. and St. Malachi's, — D. R. Jack.

Charlotte St., St. Joseph's, Queen St., Carmarthen St., Brittain St., — W. E. Vroom.

Victoria, — H. J. Thorne.

Albert, Mason Hall, and St. Patrick's, — W. D. Baskin.

The year 1891 has been a year of substantial progress as compared with any previous one. The record of the year shows decidedly greater advancement on the scholastic and intellectual side, and in the matter of new and improved buildings. The enrolment was about equal to that of last year, but there is an appreciable gain in the regularity of attendance.

It is not the intention of the Board to present an exhaustive treatise upon the educational affairs of the City of St. John, but rather to place before you, as briefly as possible, the condition of the schools.

In addition to the ordinary tabular statements, the following summary has been prepared :—

### SUMMARY OF STATISTICS

#### *Buildings.*

Number of School buildings occupied by the Board	....	....	....	28
" " " owned " "	....	....	....	12

Number of School buildings rented	"	"	....	....	....	16
" " rooms owned	"	"	....	....	....	74
" " " rented	"	"	....	....	....	70

			<i>Schools.</i>		1st Term.	2nd Term.
Number of High Schools	....	....	....	....	7	8
" " and Advanced Schools	..	....	....	....	1	2
" Advanced	"	..	....	....	42	45
" " and Primary	"	..	....	....	14	12
" Primary	"	..	....	....	76	77

			<i>Teachers.</i>		I. II. III.	I. II. III.
Number of Male Teachers	....	....	....	....	21 6	21 6
" Female "	....	....	....	....	56 50 7	56 56 5

			<i>Pupils.</i>			
Total number of pupils enrolled	...	....	....	....	7,081	7,030
Number of Boys	....	....	....	....	3,470	3,463
" Girls	....	....	....	....	3,611	3,567
Total number of pupils enrolled during year	....	....	....	....		7,992
Number of pupils attending High Schools	..	....	....	....	232	344
" " " Advanced "	...	....	....	....	2,081	2,347
" " " Primary "	....	....	....	....	4,772	4,339

#### RESIGNATION OF TEACHERS.

The following Teachers severed their connection with the city staff during the year 1891:—

School.	Teacher.	Class of License.	Standard taught.	Length of service.
Indiantown, .....	Miss J. Sutherland, .....	II	VII	15 years.
" " .....	" E. M. Aitken, .....	I	II	4 "
" " .....	" H. White, .....	II	I	11 "
Madras, .....	" Lillie Baxter, .....	II	I	12 "
St. Peter's, .....	" J. Murphy, .....	II	II	1 "
Leinster St., .....	Mr. W. J. Wilson, .....	I	VII	15 "
" " .....	Miss Mary V. Hea, .....	II	I	11 "
St. Malachi's, .....	Mr. F. J. Sweeny, .....	II	VI	8 "
" " .....	Miss M. B. O'Sullivan, .....	I	I	8 "
Charlotte St., .....	" M. A. Robertson, ...	II	I	10 "
Albert, .....	" A. V. Graves, .....	II	II	3 "

Miss Sutherland had been in the employ of the Board for many years and had ever shown herself to be a painstaking and successful teacher. Miss White, Miss Mary V. Hea, Miss O'Sullivan and Miss Robertson were four of the very best primary teachers who were ever in the service of the Board, and their withdrawal has been a severe loss. Miss Murphy (Sister M. Celestine), after less than one year's service, died at the beginning of the second term. Mr. Sweeney resigned to engage in the practice of Law,



while Mr. Wilson, a most thorough and conscientious teacher, has obtained a position in the Canadian Geological Survey. Miss Lizzie Lawlor (Sister M. Ignatius), after a long period of service, and Miss Helena Bailey (Sister M. Justine) of later date, both died during the second term, much regretted. Miss Frances McLeod (Sister M. Angela), in the service of the Board since 1877, Miss Puddington and Miss Ada Armstrong, were compelled, in consequence of impaired health, to retire from active service. Their recovery and return will be hailed with satisfaction.

#### TRANSFER OF TEACHERS.

During the year, the Board has followed the course adopted some time ago, in the transfer of a number of teachers. The following changes were made during the year:—

TEACHERS.	School to which Transferred.		School from which Transferred.	
	School.	Standard.	School.	Standard.
Livingston, Pauline,.	Peel Street,.....	III.	Sandy Point Road,	I and VI.
Armstrong, Ada,....	Indiantown,.....	V	Indiantown,.....	VII.
Green, Hattie M,....	" .....	I	" .....	VI.
Myles, Bessie,.....	" .....	II.	Winter Street,...	II.
Wilson, Maude,.....	" .....	VII.	Peel Street,.....	III and IV
Doherty, Mary J.,...	St. Peter's,.....	IV and V.	St. Peter's,.....	II.
McMillan, Maggie,..	" .....	III.	St. Patrick's,....	I.
Smythe, Sarah, .....	" .....	II.	St. Peter's,.....	IV and V.
Berry, M.,.....	" .....	VI.	" .....	I.
Cassidy, Annie,....	" .....	II.	" .....	I.
O'Reilly, Kate,.....	" .....	I.	St. Joseph's,.....	I and II.
MacLeod, Bertie,...	Winter Street,....	V and VI.	Albert,.....	V.
Read, Lizzie S.,....	Centennial,.....	III.	Centennial,.....	I.
Thompson, Belle,...	" .....	I.	" .....	III.
Simpson, Wm. C.,...	Leinster Street,...	VII.	Waterloo Street,...	VII & VIII.
Turnbull, E. D.,....	" .....	V and VI.	Charlotte Street,	II and III.
Chisholm, D. P.,...	Grammar,.....	IX.	Charlotte Street,...	IV and V.
Mahoney, Wm. J.,...	St. Malachi's,....	VI and VII.	St. Malachi's,....	V
Sugrue, Jas. R.,....	" .....	V and VI.	" .....	IV and V.
Gallivan, M. E.,....	" .....	III.	" .....	I.
Hayes, Mary E.,....	" .....	I.	St. Peter's,.....	VI.
Lawlor, Kate E.,....	" .....	I.	St. Malachi's,....	III.
Dieuaide, F. L.,....	Charlotte Street,...	IV and V.	Waterloo Street,...	VI.
McNaughton, M.,....	" .....	II and III.	Partridge Island,...	III-VIII.
Thompson, Bessie G.,	" .....	I.	Leinster Street,...	V.
Thompson, H. M.,...	Albert,.....	III.	Victoria,.....	III.
Brittain, B. A.,....	" .....	I and II.	Albert,.....	III.
Wilson, B. H.,....	Mason Hall,.....	II and III.	" .....	II.
McCarron, Alicia,	St. Patrick's,....	II-IV.	St. Peter's,.....	III.
Hogan, C. M.,.....	" .....	I.	St. Patrick's,....	II-IV.

### APPOINTMENTS OF TEACHERS.

Twenty-one teachers were appointed during the year to the regular staff. Three others, Miss V. McKenna, Miss Emma Colwell, and Miss H. M. Clark are in charge of schools belonging to teachers who are absent on leave.

TEACHERS.	Class of License.	SCHOOL.	Standards.
Murray, Zebie F.,.....	I.	Sandy Point Road,.....	I-VI.
Armstrong, Ada,.....	II.	Indiantown,.....	VII.
Colwell, Emma,.....	II.	" .....	V.
Dale, Helen,.....	II.	Douglas, .....	IV and V.
Brown, Louise C.,.....	II.	" .....	II and III.
Hanson, Jennie H.,.....	II.	Madras, .....	I.
Quinn, Martina,.....	II.	St. Peter's, .....	I.
Harrington, Agnes B.,.....	II.	" .....	I.
Caird, Jessie,.....	II.	Winter Street,.....	III.
Young, Jean T.,.....	II.	" .....	I.
Marry, Ellen,.....	II.	Convent, .....	II.
Le Blanc, Mary A.,.....	II.	" .....	I.
McKenna, Veronica,.....	II.	" .....	II.
Gallivan, Mary E.,.....	II.	St. Malachi's,.....	III.
Sweeney, M. D.,.....	II.	" .....	V.
Corkery, M.,.....	II.	St. Joseph's,.....	II.
Clark, Hattie M.,.....	I.	Victoria, .....	VI.
Estey, June W.,.....	I.	" .....	III.
Seeley, Gertie L.,.....	II.	Albert,.....	V.
Young, Carrie,.....	II.	" .....	II.
Page, Annie L.,.....	II.	Partridge Island,.....	IV-IX.
Roberts, Jennie E.,.....	II.	{ Reserve Staff,.....	
Strang, Margaret, .....	II.		
Knowlton, Mary E.,.....	I.		

Of the twenty-one teachers appointed, sixteen possessed more or less experience in teaching.

We are pleased to report that several of our teachers worked for and obtained licenses of a higher class, and that a much larger number will apply for advanced licenses during the coming year.

During the earlier portion of the First Term there was considerable illness in the schools. The health of the pupils for the remainder of the year was excellent and we are able to chronicle a higher attendance than for any period heretofore.

Two new buildings have been erected during the year. One, the Douglas Building, on Douglas Avenue, contains five school rooms and was opened on the 1st of May. To this school the pupils from the Bentley Building were removed. The other building was a second annex to the Victoria School, and contains four very comfortable and cheerful school rooms, to be occupied by the pupils of Standards II to IV in the Victoria School.

The following new departments were opened :—

- Douglas School — Two departments.
- St. Peter's School — One department.
- Winter Street School — One department.
- Loretto Convent School—Two departments.
- Grammar School — One department.
- St. Malachi's School — One department.
- Masonic Hall School — One department.

On the 15th October, the two schools in the Waterloo Street Building were closed, and the pupils were distributed in the Leinster Street, Charlotte Street, and Winter Street Schools.

#### PARTICULARS OF SCHOOL ATTENDANCE.

The following table furnishes a list of the teachers, showing classes of license, standards taught, number of pupils enrolled, average daily attendance, and percentage of attendance, for the First and Second Terms of the year 1891 :—

Name of School.	Name of Teacher.	Cl. of License	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
SANDY POINT ROAD,	Pauline Livingstone, ..	II	1-5	..	44	28	64	..	..	...
	Zebie F. Murray, ...	I	..	1-6	..	..	..	41	25	62
MILLIDGEVILLE, ...	S. T. Payson, .....	I	1-9	1-10	70	35	50	56	43	76
	Edith Williams, (Ast.)	II	..	..	..	..	..	..	..	..
SPAR COVE, .....	H. Henderson, .....	III	1-4	1-4	19	9	48	12	6	51
INDIANTOWN, .....	G. W. Dill, .....	I	7, 8	8	41	34	82	42	35	83
	A. Armstrong, .....	II	7	5	34	26	78	48	41	84
	Maude Wilson, .....	II	..	7	..	..	..	36	28	77
	Grace Murphy, .....	I	7	6	33	23	71	42	32	76
	H. Green, .....	II	6	1	42	36	85	54	45	82
	J. S. Livingstone, ...	II	4	4	58	45	77	44	37	85
	M. L. Sanburn, .....	II	3	3	53	44	82	45	36	81
	E. M. Aitken, .....	I	2	..	47	36	76	..	..	..
	Bessie Myles, .....	II	..	2	..	..	..	51	42	83
PEEL STREET, .....	Hannah White, .....	II	1	..	58	39	67	..	..	..
	E. H. Frost, .....	II	5	4, 5	59	45	76	49	37	75
	Maude Wilson, .....	II	3, 4	..	59	45	76	..	..	..
	P. Livingstone, .....	II	..	3	..	..	..	37	28	76
	C. E. Williams, .....	I	2	2	40	27	68	34	30	89
DOUGLAS, .....	M. R. Gray, .....	II	1	1	49	30	61	31	26	85
	W. J. S. Myles, .....	Gr. S.	5, 6	7, 8	40	28	71	48	39	82
	Phoebe K. Van Wart,	I	3, 4	5, 6	42	34	79	57	47	83
	Helen Dale, .....	II	..	4, 5	..	..	..	58	44	76
	Louise C. Brown, .....	II	..	2, 3	..	..	..	55	45	83
	Jessie M. Purdy, .....	II	1, 2	1, 2	83	50	60	60	46	77

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Avg. daily Att.	Per cent. Att.	No. Enr.	Avg. daily Att.	Per cent. Att.
MADRAS, .....	M. D. Brown, .....	I	5, 6	4	46	35	77	49	36	74
	Kate A. Kerr, .....	I	4	3	45	33	73	45	35	78
	Lily M. Roberts, ....	II	3	2, 3	58	44	76	50	40	80
	Kate J. McJunkin, ..	II	2	2	74	53	71	59	42	72
	Sarah Gray, .....	II	2	1	46	37	79	38	34	88
	Lillie E. Baxter, ....	II	1	..	90	46	51	..	..	..
	Jennie H. Hanson, ..	II	..	1	..	..	..	51	32	60
ST. PETER'S, .....	J. Harrington, .....	I	7, 8	7, 8	36	24	68	29	23	80
	(Boys). M. McCluskey, .....	I	5, 6	5, 6	54	40	73	55	43	79
	Sarah Smyth, .....	II	4	2	55	44	80	56	45	81
	Alicia McCarron, ....	II	3	..	46	37	80	..	..	..
	Maggie McMillan, ....	II	..	3	..	..	..	50	38	75
	M. J. Doherty, .....	II	2	4, 5	63	42	67	57	43	76
	Martina Quinn, .....	II	1	1	87	45	52	54	39	72
ST. PETER'S, .....	Agnes Harrington, ..	II	..	1	..	..	..	34	98	287
	(Girls). Sarah Burchill, ....	I	7, 8	7, 8	35	25	71	37	23	63
	Mary E. Hayes, .....	I	6	..	33	25	76	..	..	..
	Mary E. Berry, .....	II	..	6	..	..	..	36	28	77
	Ellen O'Grady, .....	III	5	5	47	32	68	36	27	74
	Susan O'Mahony, ....	III	4	3, 4	35	28	80	49	42	87
	Kate O'Neill, .....	II	2, 3	3	50	37	75	55	42	76
WINTER STREET, ..	Janie Murphy, .....	II	2	..	60	46	77	..	..	..
	Annie Cassidy, .....	II	1	2	64	41	61	64	48	74
	Minnie Beatty, .....	II	2	..	39	28	71	..	..	..
	Kate O'Rielly, .....	II	..	1	..	..	..	68	44	65
	Wm. H. Parlee, ....	I	7, 8	8	41	31	76	46	38	83
	A. E. Livingstone, ...	I	7	7	40	25	63	46	38	82
	Amy Iddles, .....	I	6	6	48	34	70	50	39	79
CONVENT, .....	B. A. MacLeod, ....	I	..	5, 6	..	..	..	46	29	64
	Ella Cairns, .....	II	5	5	63	46	73	53	42	79
	Sarah Taylor, .....	I	4	4	53	44	82	45	34	76
	Lizzie G. Corbet, ....	I	3, 4	4	58	46	79	52	39	75
	Jessie Caird, .....	II	..	3	..	..	..	83	67	81
	A. MacDonald, .....	II	3	2	55	42	76	54	42	79
	Bessie Myles, .....	II	2	..	52	34	66	..	..	..
CONVENT, .....	S. A. Armstrong, ....	II	2	2	50	33	64	55	44	79
	Mary G. Gunn, .....	II	1	1	64	44	69	54	41	76
	Etta Barlow, .....	I	1	1	75	47	62	58	38	66
	Ellen Marry, .....	II	..	2	..	..	..	56	41	74
	M. A. LeBlanc, .....	II	..	1	..	..	..	71	47	66

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
ST. VINCENT'S,....	Ellen McKenna,....	I	7-9	8-10	41	31	75	38	29	78
	Frances McLeod,....	II	6	7	44	36	82	35	30	87
	B. Cosgrove,.....	II	1-7	1-7	46	42	92	48	45	94
CENTENNIAL, .....	Henry Town,.....	I	4, 5	5	53	42	79	51	44	86
	A. M. Hea,.....	I	5	5	44	34	78	52	41	78
	E. Iva Yerxa,.....	I	4	4	37	28	78	53	40	75
	Lillie Herrington,...	I	4	4	57	44	76	57	48	84
	Lizzie S. Read,.....	I	3	3	51	36	71	55	45	82
	Elizabeth Estey,....	I	3	3	57	43	75	54	42	79
	Jennie M. Rowan,...	II	2	2, 3	42	34	82	37	27	72
	Clara A. D'Orsay,...	II	2	2	73	52	72	72	50	70
	Lizzie J. Thomas,...	I	2	1, 2	48	34	70	51	41	80
	Belle Thompson,....	I	1	1	45	35	79	71	50	70
	Lillie McKay,.....	I	1	1	65	37	56	67	44	66
	M. Hamilton,.....	II	1	..	77	66	86	..	..	..
WATERLOO STREET,	Wm. C. Simpson,...	I	7, 8	7, 8	35	26	75	30	24	81
	F. L. Denaide,.....	I	5, 6	6	40	32	81	32	27	85
GRAMMAR, .....	Wm. M. McLean,...	Gr. S.	11	11, 12	25	19	78	21	16	74
	Geo. R. Devitt,.....	I	10	10	31	22	72	30	24	79
	E. Manning,.....	I	9	9	35	26	74	37	30	82
	D. P. Chisholm,....	I	..	9	..	..	..	40	31	78
LEINSTER STREET,...	John Thompson,....	I	8	8	40	32	80	49	43	89
	Wm. J. Wilson,....	I	7	7	54	44	81	51	38	75
	L. M. D'Orsay,....	I	6	6	51	41	81	60	47	79
	B. G. Thompson,....	I	5	..	59	45	76	..	..	..
	E. D. Turnbull,....	I	..	5, 6	..	..	..	57	45	78
	L. L. Salter,.....	I	4	..	55	43	76	63	49	78
	E. K. Turner,.....	I	3	3	60	49	82	60	50	83
	F. E. Henderson,...	I	2	2	57	43	76	52	43	82
	Mary V. Hea,.....	II	1	1	71	46	65	55	40	73
ST. MALACHI'S,...	James Barry,.....	I	7, 8	7, 8	40	32	80	39	32	83
	Frank J. Sweeney, ..	II	6	..	49	39	79	..	..	..
	Wm. J. Mahony,...	II	5	6, 7	43	30	69	47	37	78
	Jas. R. Sugrue,....	II	4, 5	5, 6	45	30	67	39	31	78
	M. D. Sweeney,....	II	..	5	..	..	..	46	37	79
	E. M. Enslow,.....	II	3, 4	4	55	45	82	51	40	77
	M. E. Gallivan,....	II	1	3	32	26	80	64	50	78
	A. G. Flaherty,....	II	2	2	50	37	74	41	36	88
	K. A. Cotter,.....	III	2	2	53	37	69	48	40	84
	M. B. O'Sullivan,...	I	1	..	59	35	60	..	..	..
	K. E. Lawlor,.....	II	3	1	48	36	74	56	43	77
	M. E. Hayes,.....	I	..	1	..	..	..	44	38	90

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. Att.	Per cent. Att.
CHARLOTTE STREET,	Thos. Stothart,.....	I	6-8	6-8	42	33	78	48	39	81
	D. P. Chisholm,....	I	4, 5	..	42	32	77	..	..	..
	F. L. Dieuaide,.....	I	..	4, 5	..	..	..	39	31	78
	E. D. Turnbull,....	I	2, 3	..	45	35	77	..	..	..
	M. McNaughton,...	I	..	2, 3	..	..	..	45	35	75
	M. A. Robertson,...	II	1	..	53	29	54	..	..	..
	B. G. Thompson,....	I	..	1	..	..	..	41	33	80
ST. JOSEPH'S,.....	Teresa O'Brien,....	I	5	6	35	29	83	44	39	88
	Mary McDonald,....	I	4, 5	5	48	35	72	57	45	79
	Mary Cormier,.....	II	4	4	54	41	77	46	35	76
	Mary A. Farrell,...	II	3	3, 4	53	38	71	51	38	74
	Nellie Carey,.....	II	2	3	53	39	74	57	44	77
	Kate O'Rielly,.....	III	1, 2	..	61	35	57	..	..	..
	Maggie Corkery,....	II	..	2	..	..	..	48	38	80
	E. Richard,.....	II	1	1	61	34	56	51	38	74
	E. Bourque,.....	III	1	..	37	30	81	..	..	..
VICTORIA, .....	Geo. U. Hay,.....	I	11	11	20	18	92	28	25	91
	Maude Narraway,...	I	10	10	41	34	83	45	38	83
	K. R. Bartlett,....	I	9	9	33	26	77	42	34	82
	M. J. Mowatt,.....	I	9	9	33	26	80	44	34	78
	Hannah Crawford,...	I	8	8	35	23	65	42	29	69
	Lizzie H. Yandall,...	I	8	8	39	33	84	45	36	81
	Maggie Stothart,...	I	7	7	57	39	69	47	36	76
	Edith M. McBeath,...	I	7	7	62	51	82	44	35	79
	M. C. Sharpe,.....	II	6	6	39	30	78	57	45	79
	J. E. Puddington,...	I	6	..	45	37	81	..	..	..
	Hattie M. Clark,....	I	..	6	..	..	..	61	51	84
	C. L. Barlow,.....	I	5	5	63	43	68	46	34	74
	Mary Johnson,....	I	5	5	55	41	74	47	37	78
	L. E. Williams,....	I	4	4	40	29	73	61	48	79
	H. M. Thompson,...	I	4	..	46	37	80	..	..	..
	June W. Estey,....	I	..	3	..	..	..	38	30	78
	Helen Adam,.....	I	3	3	55	37	70	46	34	75
	H. D. Gregg,.....	I	2	2	47	34	75	48	39	80
	H. O. Howard,....	II	1, 2	2	51	37	72	45	36	81
	M. H. Shaw,.....	II	1	1	49	34	69	37	28	75
	Grace Orr,.....	I	1	1	56	26	47	45	27	59
QUEEN STREET,....	I. T. Richardson,....	II	1-5	1-4	32	23	70	30	22	73
CARMARTHEN STREET	Andrew Nesbitt,....	I	1-4	1-4	51	38	75	44	31	70
BRITAIN STREET,...	Julia Cairns,.....	I	1-5	1-6	26	25	95	31	29	95

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Teacher.	Cl. of License.	Standard.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Ave. daily Att.	Per cent. Att.	No. Enr.	Ave. daily Att.	Per cent. Att.
ALBERT,.....	John Montgomery,...	I	7, 8	8	40	28	71	38	31	82
	John McKinnon,....	II	6, 7	7	41	32	78	45	35	77
	Clara R. Fullerton,...	I	6	6	40	29	73	46	38	83
	B. A. McLeod,.....	I	5	..	38	29	77	..	..	..
	Gertrude L. Seeley,...	II	..	5	..	..	..	55	43	78
	L. J. Fullerton,....	I	4, 5	4, 5	55	37	68	49	39	80
	Enoch Thompson,...	I	4	4	53	39	74	51	40	79
	H. M. Thompson,....	I	..	3	..	..	..	59	49	83
	Annie V. Graves,....	II	2, 3	2	57	38	67	54	40	74
	Bessie H. Wilson,...	I	2	..	49	33	68	..	..	..
	B. A. Brittain,.....	I	3	1, 2	48	40	82	52	42	80
	June W. Estey,.....	I	2	..	41	30	74	..	..	..
	Annie B. L. Allen,...	II	1	1	80	48	58	56	40	72
MASON HALL,.....	Geo. E. Armstrong,...	I	2-4	3-5	40	31	79	38	31	81
	Bessie H. Wilson,....	I	..	2, 3	..	..	..	42	33	78
	M. A. Nannary,.....	II	1	1	52	34	66	44	37	83
ST. PATRICK'S,.....	Thos. O'Reilly,.....	I	5, 6	5, 6	32	24	72	32	28	89
	M. McKenna,.....	II	4-6	4-6	36	24	67	48	36	75
	A. McCarron,.....	II	..	2-4	..	..	..	39	30	78
	M. J. Rodgers,.....	III	2, 3	2, 3	41	31	75	36	28	78
	M. McMillan,.....	II	1	..	70	40	58	..	..	..
	C. M. Hogan,.....	II	2-4	1	39	29	72	59	42	71
PARTRIDGE ISLAND.	M. McNaughton,....	I	3-8	..	10	6	65	..	..	..
	Annie L. Page,.....	II	..	4-9	..	..	..	5	4	78

## GENERAL OUTLOOK.

The following table furnishes an exhibit of the attendance at the schools of this City, for each school term since the inception of the Common Schools' Act, in January, 1872, showing the number of pupils enrolled, the average daily attendance, the average percentage of attendance, number of schools in operation, and the number of pupils enrolled to each teacher:—

YEAR.	TERM.	No. of Pupils Enrolled.	Average daily Attendance.	Percentage of Attendance.	No. of Schools.	No. of Pupils to each Teacher.
1872..	First, .....	5214	3445	66	92	57
	Second, .....	6477	3573	55	106	71
1873..	First, .....	5972	3842	58	106	56
	Second, .....	5884	3571	61	112	52
1874..	First, .....	6109	3814	62	121	50
	Second, .....	5925	3838	65	119	50
1875..	First, .....	6044	3873	64	122	50
	Second, .....	6085	3895	64	120	51
1876..	First, .....	5988	4050	68	122	49
	Second, .....	6098	3998	65	110	55
1877..	First, .....					
	Second, .....					
1878..	First, .....	7022	4262	60	125	56
	Second, .....	7752	4967	64	137	56
1879..	First, .....	7489	4875	65	137	55
	Second, .....	7389	4920	67	136	54
1880..	First, .....	6356	4522	71	121	53
	Second, .....	6488	4366	67	115	56
1881..	First, .....	5924	4182	71	116	51
	Second, .....	6212	4341	70	115	54
1882..	First, .....	5657	4063	72	115	49
	Second, .....	6067	4339	71	117	52
1883..	First, .....	5715	4247	74	117	49
	Second, .....	6339	4360	70	121	52
1884..	First, .....	6021	4316	70	121	50
	Second, .....	6669	4822	72	125	53
1885..	First, .....	6802	4656	68	129	53
	Second, .....	6624	4864	74	125	53
1886..	First, .....	6577	4580	70	124	53
	Second, .....	6530	5025	77	125	52
1887..	First, .....	6338	4658	73	125	51
	Second, .....	6426	4847	76	129	50
1888..	First, .....	6414	4598	72	129	50
	Second, .....	6470	4468	70	132	49
1889..	First, .....	6531	4408	67	132	49
	Second, .....	6785	5316	79	139	49
1890..	First, .....	6789	4732	72	142	48
	Second, .....	6786	5097	76	135	50
1891..	First, .....	6818	4969	73	140	49
	Second, .....	6780	5353	79	144	47



## PROMOTION OF PUPILS.

The Annual Promotion Examinations were held in June. Steps were taken by which the examinations were more uniform than formerly.

The number of pupils belonging to school at the time these examinations were held was 6,157; the number of pupils promoted, 4,620, or 75 per cent. of the number belonging to school.

The pupils of the first and second standards were sent forward upon the teachers' recommendation.

In the examination of the eleventh standard pupils, a departure was made. This examination was placed in charge of the Faculty of the University of New Brunswick, who prepared and examined the papers. The examination was conducted by the President of the University and the city Superintendent.

The two tables which follow give a fairly correct statement of the promotion results in the several schools and standards :

SCHOOL.	No. of Depart- ments.	No. of Pupils Enrolled.	Average Daily Attend'e.	No. of Pupils Belong'g.	Pupils Promoted	Percent'e of Pupils Promoted
Sandy Point Road, .....	1	44	28	36	24	66
Millidgeville, .....	1	70	35	52	31	60
Spar Cove, .....	1	19	9	10	7	70
Indiantown, .....	8	366	283	331	287	87
Peel Street, .....	4	207	146	193	136	71
Douglas, .....	3	166	112	145	110	69
Madras, .....	6	359	248	335	233	70
St. Peter's, Boys, .....	6	341	232	304	196	65
St. Peter's, Girls, .....	8	363	277	333	259	78
Winter Street, .....	11	599	425	501	427	85
Centennial, .....	12	649	483	580	408	70
Waterloo Street, .....	2	75	59	61	54	89
St. Vincent's, .....	3	131	109	112	110	98
Grammar, .....	3	91	68	72	53	74
Leinster Street, .....	8	447	343	407	327	80
St. Malachi's, .....	10	474	361	434	333	77
Charlotte Street, .....	4	182	129	158	126	80
St. Joseph's, .....	8	402	281	393	262	67
Victoria, .....	19	862	636	756	608	80
Queen Street, .....	1	32	23	30	22	73
Carmarthen Street, .....	1	51	38	45	28	62
Brittain Street, .....	1	26	25	25	19	76
Albert, .....	11	542	397	482	347	72
Mason Hall, .....	2	92	66	88	55	63
St. Patrick's, .....	5	218	148	210	145	69
Partridge Island, .....	1	9	6	6	6	100

## STANDARD OF PUPILS.

	No. of Pupils Enrolled.	No. of Pupils in Attendance.	No. of Pupils Promoted.	Percentage of Pupils Promoted.
Standard I.....	1,700	1,554	823	53*
" II.....	1,247	1,063	807	76
" III.....	861	784	658	84
" IV.....	964	822	681	83
" V.....	800	679	545	80
" VI.....	534	486	437	90
" VII.....	489	380	335	88
" VIII.....	258	198	182	92
" IX.....	132	105	85	81
" X.....	65	53	44	83
" XI.....	34	32	22	69
" XII.....	1	1	1	100
Totals.....	7,085	6,157	4,620	75

\*Many of the 1st Standard pupils entered school but a few weeks prior to the close of the term.

## N. B. UNIVERSITY MATRICULATION EXAMINATIONS.

Fifteen girls from the High school and twelve boys from the Grammar school presented themselves for the Matriculation examination to the University. One of the girls was compelled, in consequence of the death of her mother, to withdraw from the examination.

The following pupils passed the examination :—

Katharine H. Travis,  
Murray MacNeill,  
Wm. J. Nesbitt,  
Bertha Clark,  
Alice Gibson,  
Mary I. Jordan,  
Margaret A. Stewart,

Hermon Pack,  
Susan E. Cameron,  
Ina. S. Brown,  
Mary W. Davidson  
Jessie M. Hayes,  
Lizzie M. White,  
Jeanie B. Johnstone.

Mary E. Brown.

The board is strongly of opinion that the system of making the Matriculation Examination to the University the graduating examination from the High Schools, is a step in the right direction, since it can but serve as a means of bringing the High School and University into closer connection with each other.

We would suggest that the cost of such examinations be borne by the Educational Department of the Province.

We would also recommend that instead of lowering the standard of the High School work, it would be well to raise that of the University. The requirements in Mathematics and Science are considerably below those required in the eleventh standard of the High School.

## MCGILL EXAMINATIONS.

No.	Name of School.	No. Entered.	Gained A. A.	Gain'd Jr. Cert.	Failed.	No.	Name of School.	No. Entered.	Gained A. A.	Gain'd Jr. Cert.	Failed.
1	Boy's High School, Montreal	21	17	1	3	17	Clarenceville Academy,...	4	.	1	3
2	Girl's " "	16	9	5	2	18	Granby " "	4	2	.	2
3	Huntingdon Academy,....	20	9	4	7	19	Shawville " "	4	3	.	1
4	Inverness, " "	13	7	1	5	20	Hulf Mod. School, .....	4	.	1	3
5	Girl's High School, St. John,	16	14	1	1	21	Quebec High School, ....	3	2	.	1
6	Cookshire Model School, ..	13	5	1	7	22	Bedford Academy, .....	3	3	.	.
7	Coaticook Academy, .....	10	6	1	3	23	Cowansville " "	3	2	.	1
8	Stanstead Wes. College, ..	9	5	1	3	24	Sherbooke Boys' Academy	3	3	.	.
9	Sutton Mod. School, .....	8	4	4	.	25	" Girls' " "	3	3	.	.
10	Aylmer Academy, .....	7	3	.	4	26	Durham Mod. School, ...	2	1	.	1
11	Knowlton " "	7	6	.	1	27	Gould " "	2	2	.	.
12	St. John's Hi. Sch., Quebec,	7	2	.	5	28	Waterloo Academy, ....	3	2	.	1
13	Danville Mod. School, ....	6	3	.	3	29	Three Rivers' " "	2	.	1	1
14	Mansonville Mod. School, ..	6	.	.	6	30	Hatley Mod. School, ....	1	.	.	1
15	La Chute Academy, .....	6	1	2	3	31	Stanbridge East Mod. Sch.	1	1	.	.
16	Portage du Fort Mod. Sch.,	5	3	.	2	32	Trafalgar Institution, ...	1	1	.	.
							Private Tuition, .....	1	1	.	.
							TOTALS, .....	214	120	24	70

It will appear from the above that the Girls' High School of St. John, N. B., makes, by all odds, the best general record among the thirty-two schools and Academies, which participated in the examination. The number of A. A.'s. (Associates in Arts) largely exceeds all other schools — the Boys' High School of Montreal excepted — which however, with five more candidates made but three more A. A.'s., and therefore makes a lower record.

In the whole Dominion 214 entered and 120 secured A. A. ; percentage 56.

In the Girls' High School of St. John 16 entered and 14 secured A. A. ; percentage 87.

In the Dominion 70 candidates failed to pass : percentage 33.

In the Girls' High School, St. John, 1 candidate failed to pass ; percentage 6.

That is to say, if the Victoria School had attained to only the average of the other schools, the figures would have been 8 A. A.'s., 3 Junior Certificates, and 5 Failures.

As regards individual record the percentage of marks made by Miss Katharine Travis stands third on the list, and only two per cent. lower than the leader; and her record in Arithmetic, Algebra, and Geometry — 397 out of a possible 400 marks — is highly complimentary to her talent in these subjects.

The following will show the exact individual standing in the several subjects and divisions :—

Latin — 1st Division: Travis, 3rd place; Clarke, 5th place; Carr, 7th place; Jordan, 8th place.

French — 1st Division: Travis, 6th place; Davidson, 8th place; Wilson, 9th place; Ina Brown, 11th place.

Geometry — 1st Division: (163 competitors) — Travis, 1st place; followed by Davidson, Cameron, Ina Brown, Clark and Roderick.

Algebra — 1st Division: (184 competitors) — Travis, 1st place; Ina Brown, 5th place; Jordan, 5th place; White, 5th place; followed by Wilson, Clarke, Cameron and Stewart.

English Literature — 1st Division: (140 competitors) — Davidson, 2nd place; followed by Cameron, Stewart, and May Brown.

Advanced Geography — 1st Division: Travis, 5th place.

Botany — 1st Division: Davidson, Carr and Jordan.

Semi-Annual Examinations.

The usual half-yearly examinations were held at the close of each term, and were attended by many of the parents and friends of the pupils.

The closing exercises in connection with the Grammar and High Schools were particularly interesting. The pupils and visitors at first assembled in the Assembly Hall of the Centennial School, but the number seeking admission was so great that the meeting was adjourned to the Centenary Church; which was completely filled.

The exercises were of the most interesting nature, and consisted, in addition to those of a literary character, in the presentation of medals, prizes and diplomas to the successful pupils.

The four medals which were competed for by the young ladies and gentlemen of the two High Schools were awarded as follows:

- Corporation Medal.— Miss Travis, Dux of Schools.
- Parker Silver Medal.— Hermon Peck, Mathematics.
- Governor-General's Silver Medal.— Miss Cameron, English.
- Governor-General's Bronze Medal.— Miss Travis, Science.

PUPILS AND STANDARDS OF INSTRUCTION.

The number of pupils in the several Standards of Instruction, for the two terms of the year, was as follows:

FIRST TERM.												
SCHOOL.	No. of Depts.	STANDARDS.										
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI. XII.
Sandy Point Road,...	1	8	11	1	13	11	...	...	...	...	...	...
Millidgeville,.....	1	27	10	3	11	7	12	...	...	3	1	...
Spar Cove,.....	1	8	3	6	2	...	...	...	...	...	...	...
Indiantown,.....	8	59	47	53	58	...	43	86	23	...	...	...
Peel Street,.....	4	49	42	33	28	59	...	...	...	...	...	...
Douglas,.....	3	57	26	20	23	26	14	...	...	...	...	...

PUPILS AND STANDARDS OF INSTRUCTION—*Continued.*

SCHOOL.	No. of Depts.	STANDARDS.											
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
Madras,.....	6	92	146	58	45	31	16	.....	.....	.....	.....	.....	.....
St. Peter's. Boys,....	6	87	63	46	55	31	23	23	13	.....	.....	.....	.....
St. Peter's, Girls,....	8	101	123	26	35	47	33	15	20	.....	.....	.....	.....
Winter Street,.....	11	141	102	103	66	64	49	65	16	.....	.....	.....	.....
Centennial,.....	12	241	166	109	134	59	.....	.....	.....	.....	.....	.....	.....
Waterloo Street,....	2	.....	.....	.....	.....	25	16	20	15	.....	.....	.....	.....
St. Vincent's,.....	3	.....	9	.....	24	8	38	34	8	10	.....	.....	.....
Grammar,.....	3	.....	.....	.....	.....	.....	.....	.....	.....	53	23	14	1
Leinster Street,....	8	71	57	61	56	60	51	54	40	.....	.....	.....	.....
St. Malachi's,.....	10	151	74	63	67	62	49	24	16	.....	.....	.....	.....
Charlotte Street,....	4	42	37	20	21	21	22	10	10	.....	.....	.....	.....
St. Joseph's,.....	8	159	51	62	109	58	.....	.....	.....	.....	.....	.....	.....
Victoria,.....	19	123	80	55	86	118	84	119	74	66	41	20	.....
Queen Street,.....	1	10	12	5	3	2	.....	.....	.....	.....	.....	.....	.....
Carmarthen Street,..	1	25	10	7	9	.....	.....	.....	.....	.....	.....	.....	.....
Brittain Street,.....	1	9	6	4	4	3	.....	.....	.....	.....	.....	.....	.....
Albert,.....	11	118	124	75	74	72	63	39	19	.....	.....	.....	.....
Mason Hall,.....	2	52	15	13	13	.....	.....	.....	.....	.....	.....	.....	.....
St. Patrick's,.....	5	70	33	35	28	34	20	1	.....	.....	.....	.....	.....
Partridge Island,....	1	.....	.....	3	.....	2	1	.....	4	.....	.....	.....	.....

## SECOND TERM.

SCHOOL.	No. of Depts.	STANDARDS.											
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
Sandy Pt. Road,....	1	7	6	7	1	14	6	.....	.....	.....	.....	.....	.....
Millidgeville,.....	1	17	10	6	7	4	7	7	.....	.....	.....	.....	.....
Spar Cove,.....	1	5	3	3	1	.....	.....	.....	.....	.....	.....	.....	.....
Indiantown,.....	8	54	51	45	44	49	44	36	42	.....	.....	.....	.....
Peel Street,.....	4	31	35	37	24	26	.....	.....	.....	.....	.....	.....	.....
Douglas,.....	5	48	38	32	25	59	33	32	16	.....	.....	.....	.....
Madras,.....	6	91	77	79	49	.....	.....	.....	.....	.....	.....	.....	.....
St. Peter's, Boys,....	7	121	57	50	39	48	24	15	14	.....	.....	.....	.....
St. Peter's, Girls,....	7	70	66	75	29	36	36	27	10	.....	.....	.....	.....
Winter Street,.....	12	115	111	83	97	89	86	46	47	.....	.....	.....	.....
Convent,.....	2	71	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Vincent's,.....	3	13	.....	6	1	20	5	38	22	16	.....	.....	.....
Centennial,.....	11	154	138	121	110	103	.....	.....	.....	.....	.....	.....	.....
Waterloo Street,....	2	.....	.....	.....	.....	.....	32	11	19	.....	.....	.....	.....
Grammar,.....	4	.....	.....	.....	.....	.....	.....	.....	.....	77	33	16	3

PUPILS AND STANDARDS OF INSTRUCTION—*Continued.*

SCHOOL.	No. of Depts.	STANDARD.											
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
Leinster Street,.....	8	55	52	61	63	40	78	55	49	...	...	...	...
St. Malachi's,.....	10	135	89	65	51	71	47	37	18	...	...	...	...
Charlotte Street,.....	4	41	27	19	20	24	25	17	10	...	...	...	...
St. Joseph's,.....	7	51	49	70	74	57	45	...	...	...	...	...	...
Victoria,.....	19	82	93	84	62	93	118	91	87	86	45	28	...
Queen Street,.....	1	6	7	10	7	...	...	...	...	...	...	...	...
Canarthen Street,...	1	19	11	7	7	...	...	...	...	...	...	...	...
Brittain Street,.....	1	6	7	8	4	6	...	...	...	...	...	...	...
Albert,.....	10	90	72	59	81	74	46	45	38	...	...	...	...
Mason Hall,.....	3	44	24	32	13	11	...	...	...	...	...	...	...
St. Patrick's,.....	5	38	49	33	35	33	26	...	...	...	...	...	...
Partridge Island,....	1	...	...	...	1	...	2	...	1	2	...	...	...

Branches of Instruction and Pupils Taught.

The number of pupils in the several Branches of Instruction was as follows :

SUBJECTS OF INSTRUCTION.

				First Term.	Second Term.
Temperance Teachings of Science,	....	....	....	7,081	6,686
Physical Exercises,	....	....	....	7,081	7,005
Morals and Manners,	....	....	....	7,081	7,030
Sewing,	....	....	....	3,337	2,386
Knitting,	....	....	....	1,102	411
Reading, Spelling, and Recitation,	....	....	....	6,853	6,686
Composition,	....	....	....	6,853	6,686
Grammar and Analysis,	....	....	....	2,081	2,347
History,	....	....	....	3,045	3,202
Form and Drawing,	....	....	....	6,853	6,686
Printing and Print-script,	....	....	....	5,572	5,196
Writing,	....	....	....	3,906	5,322
Singing,	....	....	....	6,843	6,686
Number and Arithmetic,	....	....	....	6,853	6,686
Geometry,	....	....	....	745	830
Algebra,	....	....	....	745	830
Geography.	....	....	....	6,853	6,686
Minerals, Plant Life, and Animal Life,	....	....	....	6,853	6,686
Color,	....	....	....	4,772	4,339
Physics,	....	....	....	1,281	1,490
Physiology,	....	....	....	258	373
Latin,	....	....	....	...	580
High School Course,	....	....	....	232	344

## INTERNATIONAL EDUCATIONAL CONVENTION.

The meeting of the above Association was held in Toronto in July, and was attended by over twenty thousand educationists of the United States and Canada.

Several of the City Teachers with the Secretary and Superintendent attended the meeting,

## ST. JOHN COUNTY TEACHERS' INSTITUTE.

The annual meeting of this Institute was held on the 17th and 18th of December, in the Centennial School. A most excellent programme of work was presented making this perhaps the best Institute ever held in St. John.

The Chief Superintendent of Education and Mr. Robert C. Metcalfe, one of the Boston School Supervisors, did much to make the different sessions successful.

## MEETINGS OF CITY TEACHERS.

Meetings of the city teachers were held under the direction of the city superintendent, during the first term, and were continued during the second term, until the establishment of the Courses of Lectures in connection with the University Extension movement. It was then thought prudent to adjourn the meetings for a time.

Special courses in Botany, Drawing, and Music have likewise been given during the year under the superintendence of Messrs. Geo. U. Hay, F. H. Miles, and Prof. J. Anderson.

## ARBOR DAY.

Arbor Day was observed in all the City Schools on May 15th. Although we have not much opportunity for tree-planting, yet considerable attention was given to window-gardening, decoration of the school house, special instruction upon plant life, and kindred subjects.

## QUALITY OF WORK.

The character of the Primary work is steadily improving year by year; and this would probably be true of the advanced work, but unfortunately the course prescribed is too heavy for the allotted time, and we find a weakness in the Mathematical and English branches. It is difficult to suggest a remedy, and yet we believe it should be sought for by the Board of Education.

With regard to High School work and results, we are of opinion that whilst there is much in the course to commend it to general favour, some modifications and additions looking to a more practical outcome, would greatly improve the character of the work in our schools. In a commercial centre like St. John, it is important that Branches of Study should include such subjects as will fit the Graduates of our High Schools for a practical business life. The widening of commercial lines of work by the introduction of Type-writing and Stenography would serve a valuable purpose in this connection.

HENRY J. THORNE,  
*Chairman.*

J. MARCH, *Secretary.*

F. H. HAYES, *Superintendent.*

**FINANCIAL.****Estimates for 1891.**

1. Salaries of Teachers and Superintendent, . . . . .	\$52,375 00
2. Bank Loans (Interest), . . . . .	1,500 00
3. Rents and Insurance, . . . . .	6,902 20
4. Care of Buildings, . . . . .	4,284 00
5. Office, . . . . .	2,100 00
6. Fuel, Water and Light, . . . . .	5,295 00
7. Maintenance and Ordinary Repairs, . . . . .	3,500 00
8. Books for Indigent Pupils and Incidentals, . . . . .	253 80
9. City Pupils attending Simonds' Schools, . . . . .	150 00
10. Printing, Binding, Stationery and Advertising, . . . . .	440 00
	<hr/>
	\$76,800 00
Less County Fund, . . . . .	\$12,000 00
Rentals, . . . . .	470 00
Interest on Debentures, . . . . .	30 00
	<hr/>
	12,500 00
Assessment for General Purposes, . . . . .	\$64,300 00
" Interest on Debentures, . . . . .	\$14,622 09
Unpaid Coupons, . . . . .	486 00
	<hr/>
	15,108 09
Full amount of Assessment, . . . . .	<hr/>
	\$79,408 09

J. MARCH, *Secretary.*

March 24th, 1891.



### General Financial Statement.

Cash Balance in Office January 1st, 1891,	....	....	\$	15 00
Received from Assessments,	....	....	\$	72,752 14
County Fund,	....	....		12,304 26
Rents, Interest, etc.,	....	....		465 00
				<hr/>
				85,521 40
Bank Loan,*	....	....		26,883 62
				<hr/>
				\$112,420 02
Expended for Lands and Buildings,	\$14,875	61		
Furnishing,	1,462	44		
Repairs, (Permanent)	557	43		
				<hr/>
				\$16,895 58
Salaries, ..	\$50,000	87		
Interest, ..	16,373	77		
Rent and Insurance,	6,144	01		
Care of Buildings, ..	4,261	22		
Office, ....	2,016	51		
Water, Fuel and Light,	4,722	34		
Maintenance (including temporary repairs),	3,964	46		
Materials for Indigent Pupils and Incidentals,	113	11		
				<hr/>
				87,596 29
Bank Loan, 1890, ....	....	....		7,928 15
				<hr/>
				\$112,420 02

J. MARCH, *Secretary.*

Dec. 31st, 1891.

\*Amount shown on Bank Book, \$26,883.62; less \$15 coupon on Debenture, said to have been lost by Bank, and not allowed herein. J. M.

---

## II—CITY OF FREDERICTON.

---

### Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

A. A. STERLING, Esquire,	WESLEY VANWART, Esquire,
G. E. COULTHARD, Esquire, M. D.,	Z. R. EVERETT, Esquire,
JOHN J. WEDDALL, Esquire,	JAS. T. SHARKEY, Esquire,
CHAS. A. SAMPSON, Secretary.	

---

JAS. R. INCH, LL. D.,  
*Chief Superintendent of Education.*

SIR : The Board of School Trustees of the City of Fredericton have the honor herewith to present their report for the year ended 31st December, 1891.

The term of office of James T. Sharkey, Esquire, who was appointed in succession to the late P. McPeake, Esquire, expired on 31st December, and at a subsequent meeting of the City Council Mr. Sharkey was re-appointed. We therefore undertake the work of another year without any change in the membership of the Board.

Some changes have taken place in our teaching staff during the year. In March last Mr. Jeremia Meagher, for several years Principal of the Regent Street School, died after a brief illness. Mr. Meagher was one of the oldest teachers in the Province, one who always took a lively interest in educational matters and freely expressed his opinion upon projected reforms touching our school system. His voice was frequently heard at the annual meetings of the Provincial and County Institutes. During his illness the work of his department was undertaken by Miss Duffey of the first department, and satisfactorily performed. Subsequently Mr. Frank J. Owens was appointed principal of this school, and as a result of his several years experience and the application of modern methods the school will evidently lose nothing by the unavoidable change of principalship. The girls' department in this building, taught by Miss Walsh (Sr. Louis) and Miss Bourgeois (Sr. Regina) have always been most interesting features of Regent Street School and their positions are still well maintained.

At the beginning of the year Miss Annie L. Gregory succeeded Miss L. Jane Gregory in charge of the girls' department of the High School. With the large attendance in this branch of the school the duties are always pretty heavy and call for constant energy and tact on the part of the teacher. The collegiate and High School continues to do excellent and highly satisfactory work under the able management of Mr. B. C. Foster, Headmaster, who is well supported by Mr. Jas. M. Palmer and Mr. F. B. Meagher. Since assuming his present responsible position upon the retirement of

Mr. Parkin, for many years Headmaster, Mr. Foster has prepared many students for Matriculation at the University, for entrance into the Normal School, and for business in different walks of life. Graduates of the school are furnished with certificates signed by the President of the University of New Brunswick and the Chairman of the School Board, and this document must be valuable to the holder. At the close of the year 1890-1, fourteen pupils were graduated, as follows :

1st Division — Misses Annie Taylor, Maggie Sisson, Mattie McIntosh, Ida Myles, Sadie Thompson.

2nd Division — Miss Lilly McManus, Allen Hoben, William Long, Miss Emma Maxwell, Miss Jessie Belyea, Miss Grace Porter, George Cliff, Miss Fanny McNally.

3rd Division — Hanford McKee.

The winners of the prizes and medals at the midsummer examinations were as follows :—

Douglas Silver Medal — Miss Mattie McIntosh.

Governor General's Bronze Medal — Miss Maggie Sisson.

University Mathematical Prize — Miss Annie Taylor.

The Old Boys' Society prize, awarded to the matriculant at the University standing highest, and who has *not* obtained a scholarship — Miss Sadie Thompson.

The Old Boys' Society prize for highest standing in Standard X. — Miss Annie Tibbitts.

The Old Boys' Society prize for highest standing in Standard IX. — Willie Roberts.

The following pupils of the Collegiate School matriculated and have entered upon full undergraduate courses at the University of New Brunswick :— Miss Isabel McIntosh entered upon the Sophomore year. These entered upon the Freshman year :

1st Division — Miss Mattie McIntosh, Miss Sadie Thompson.

2nd Division — William Long, Allan Hoben, George Cliff.

3rd Division — Hanford McKee.

It should be mentioned that Miss Mattie McIntosh matriculated with the highest standing of any matriculant for the year.

Ten of the old graduates of the Collegiate School are, this term, attending the Provincial Normal School, six of whom have been placed in the Senior class.

We are gratified to be able to report the former high standing of this school well maintained. Additions have been made to the Library in connection therewith, and through the united energy of the teaching staff excellent work is being done.

The superior facilities provided for work in the several departments of the Model School have enabled the principal and his associate teachers to make this school worthy its name. Largely through the personal efforts of Principal Rogers an excellent library and reading room form a pleasing and appreciated condition to the requirements of the advanced department. After several years faithful and successful work as a member of the staff of this school Miss Frances J. Ross resigned her position in October last. Previous to her appointment to this school, Miss Ross filled other responsible positions in the schools under our control, and always performed her work in a most satisfactory

manner. As she has changed her domestic relations the profession loses a faithful and painstaking teacher. Her successor is Miss Helen L. Galt, who, we hope, will be equally successful. The other teachers—Miss Harvey and Miss McLeod—continue in charge of their respective departments, where their labors are attended with most satisfactory results. During the year there was keen competition in the advanced department for the Governor General's medal. It was won by Master Roy Vanwart, to whom it was awarded by the chairman of this board at the public examination in June.

Principal Kilburn of the Charlotte Street School has the same associate teachers as last year, although Miss Hunter was absent on leave of absence during the summer term. Miss M. E. L. Nicholson conducted the school during Miss Hunter's absence. All the departments in this building are doing good work and each is in charge of an experienced teacher.

We are pleased to be able to report that while the York Street School is still located in the old building we have taken steps towards the erection of a School House more in keeping with the requirements of the city. Principal Inch and his staff of teachers have for a long time labored under great disadvantages. For several years the building, with its old fashioned class rooms and great lack of modern conveniences, has been calculated to produce a feeling of dissatisfaction in the hearts of teachers and pupils. However while the surroundings may have been unattractive the work done by the teachers will compare most favorably with that of any of our schools.

What is known as the Brunswick Street School is still in charge of Miss McLaughlin, (Sr. Redemptor) This is a most interesting department composed of boys and girls who are instructed in primary work.

The school at Morrison's Mill, conducted by Miss Hooper, naturally tests the patience of the teacher, owing to the irregularity of attendance. When the mills in the vicinity are working only a few of the boys remain in attendance.

Miss Doak continues in charge of the school at Doak Settlement. The attendance at this school is small but its great distance from the city proper seems to require its continuance.

Owing to the limited lumber of pupils at the Wisely School, this building was closed in June and the children allowed to attend the school at Morrison's Mill. Only a few of them took advantage of the change, as the distance seemed too great for the little ones. Such general dissatisfaction was expressed at the closing of the school, and as most of the children in the neighborhood were deprived of educational advantages, the Board re-opened the school on the 1st October and placed it in charge of Miss M. H. Hume. At the close of the year Miss Hume resigned, and Miss Nicolson, a former teacher of the school, resumed charge after the Christmas vacation.

In a review of the year's work in all our schools we find the results compare favorably with those of previous years. If it were possible to increase the percentage of attendance we are sure the educational results would be much more satisfactory. The pupil who is fairly regular in his attendance seldom fails to grade at the end of the year. In fact in almost every instance where a child is unable to keep with his class from one standard to another the cause can be traced to the frequent absence from school.

Irregularity of attendance renders the teacher's work increasingly difficult as well as unsatisfactory and to some extent retards the progress of those whose seats are seldom vacant. From close observation we find that truant playing is confined to a comparatively small circle, and if this is true, the parent himself is largely responsible for the indifferent progress of the child.

We here make some extracts from the annual report of Examiner Mullin. He refers to the examination of the schools; his inspection of their management; the methods of instruction; and gives the results of his general observation of the schools and estimate of the teachers. Of course his remarks upon the teachers are chiefly for the private information of the Board.

In referring to the High School he says that its general tone is excellent. The institution, especially in the mathematical and classical departments, is thorough and modern, and the discipline, while not too rigid, is well calculated to develop self-reliance in the young people in attendance. The school was quite largely attended during the year, but the attendance was not so large but that it could be easily handled by the staff of teachers employed. He makes some practical suggestions respecting the musical and physical culture of the pupils. He says they are just at the age when good physical habits, proper carriage, ease and control of movement, correct vocalization, and the refining and cheering influence of vocal music would have the most beneficial effects. \* \* \*

While speaking of the Charlotte Street School the Examiner says "it is the largest under the Board's supervision. The number of pupils in attendance was so large that certain transfers of pupils from one department to another was found necessary in order to equalize the numbers in each department. This was done without disturbing the consecutiveness of the grades and relieved, though it did not remove the pressure on the departments concerned. It is a very interesting school, as a whole, and is well staffed. One only needs to see the interior of the schoolrooms to be convinced of the care which the teachers exercise in making them home-like and cheerful. The rooms are well lighted and pleasant, and I do not think brighter or more intelligent looking children can be found anywhere. \* \* \*

"The Model School has done its work during the year in its usual way. It has the disadvantage of being interrupted to a considerable degree, by the practice of the Student Teachers of the Normal School, and yet its pupils were well abreast of those from the other schools at the grading examinations. The staff of teachers is both able zealous and work together harmoniously. The Principal has omitted nothing of the care and vigilance which has made his conduct of the Normal School noticeable. He is exceedingly energetic and never spares himself. \* \* \*

"The attendance in the York Street School, in all but the primary departments, was not so large as in either the Charlotte Street or Model schools. I am strongly in hope that when I next write my annual Report, this school will be properly housed. It has always labored under a very great disadvantage in this respect, and I can easily imagine the impetus which will be given to teachers and pupils alike when they occupy the fine and commodious building which is now in process of erection. Notwithstanding its drawbacks much excellent work has been done during the past year. \* \* \*

"Mr. Jeremiah Meagher, Principal of Regent Street School for many years, died

after a short illness late in the year, and was succeeded by Mr. J. F. Owens, B. A. Mr. Meagher's long service and his estimable personal qualities made his death sincerely mourned by all who knew him as a teacher. The other departments of this school were well attended during the year and quite maintained the usual standard of their work. \* \* \*

The Examiner states that Brunswick Street School and the schools at Morrison's Mill, Doak, and Wiseley, are in good condition. In that portion of his report relating to the grading in the schools, the Examiner says :

"It has been my practice in these examinations to take into account as factors in determining whether pupils should be promoted or not, the following points, viz :

"1.—The attendance of each pupil as shown by the Register.

"2.—His or her intelligence as discovered by a careful examination on all the essential subjects of the course of instruction—keeping a careful record of my estimates in each subject—and being especially particular to make the tests as fair and as comprehensive as possible. This I have always considered the main test of a pupil's fitness to grade.

"3.—The character for good conduct generally which the pupil has acquired during the year's work.

"4.—The age of the pupil, and the fact whether he or she has been one or more years in the grade in which examined.

"5.—The opinion of the teacher in doubtful cases."

The following table shows the results of the grading examinations for the year :

SCHOOL.	NAME OF TEACHER.	Grade.	No. pre-sented.	No. passed.
Model, . . . . .	J. F. Rogers, . . . . .	VIII	14	12
Charlotte Street, . . . . .	H. B. Kilburn, A. B., . . . . .	VIII	17	15
York Street, . . . . .	Geo. A. Inch, A. B., . . . . .	VIII	8	7
Regent Street, . . . . .	Miss Walsh, (Girls) . . . . .	VIII	9	6
Model, . . . . .	F. I. Ross, . . . . .	VI	20	18
Charlotte Street, . . . . .	E. L. Thorne, . . . . .	VI	17	15
York Street, . . . . .	A. M. Vandine, . . . . .	VI	16	13
Regent Street, . . . . .	F. Bourgeois, . . . . .	V	11	10
Model, . . . . .	A. M. Harvey, . . . . .	IV	26	24
Charlotte Street, . . . . .	E. E. Ross, . . . . .	IV	28	25
York Street, . . . . .	L. E. Cliff, . . . . .	IV	13	13
" . . . . .	A. G. Duffy, . . . . .	IV	15	14
Regent Street, . . . . .	S. G. Duffy, . . . . .	IV	13	13
Model, . . . . .	M. J. MacLeod, . . . . .	II	28	26
Charlotte Street, . . . . .	Ida McAdam, . . . . .	II	22	22
" . . . . .	M. C. Hunter, . . . . .	II	26	22
York Street, . . . . .	J. Harvey, . . . . .	II	20	18
" . . . . .	I. E. Everett, . . . . .	II	13	12
Brunswick St., . . . . .	E. G. McLaughlin, . . . . .	I and II	28	25
			344	310

"The above table shows that 344 pupils were presented for grading and that 310, or about 90 per cent. passed. The number of pupils presented from Grade VIII. for admission to the High School was 48, of whom 40, or about 83 per cent. passed.

"I have made the above statements with respect to the grading, in view of the opinions expressed by some of the city teachers that the grading, especially from Grade VIII., was not sufficiently stringent, and I desire to ask the Board of Trustees for direction on the general subject. If desired to do so by the Board I can easily make the requirements of the grading examination more exacting, and will cheerfully do so. But I have acted in the past on what I understood to be the policy of the Board — a wise and reasonable policy I am bound to say. \* \* \*

At the opening of the first term last year one of our citizens donated a handsome Canadian flag for competition between three of our schools. It was to become the property of the school making the highest percentage of attendance for the term. Although prevailing sickness kept the figures low, the competition was somewhat spirited at times, and resulted as follows :

Regent Street School, .....	84.19
Charlotte Street School, .....	81.63
York Street School, .....	79.13

The Board requested the donor to present the flag to Regent Street School, which he did, through the principal, at the public examination in June last. The presentation took place in St. Dunstan's Hall, in presence of a large number of interested spectators.

For years we have experienced great inconvenience owing to lack of proper accommodation for all of our schools. During the last session of the Legislature a Bill was introduced to amend Chapter 65 of the Consolidated Statutes, of "Schools," authorizing an increased annual assessment, and also to give further authority to issue Debentures in the city of Fredericton for the purposes authorized by law. This Bill passed and became law and the Board at once took steps for the erection of a new school building upon the site of the old York Street schoolhouse. Tenders were invited for the removal of the old building, and the contract was awarded to Mr. Andrew Johnston of St. John. This difficult job was undertaken on 23rd June, and the building was placed on the northwest corner of the play ground, where it is still occupied. Mr. J. C. Dumaresq, of Halifax, was asked to prepare plans and specification for a brick building with stone trimmings, to be two stories, with basement and mansard roof, and to contain ten classrooms and assembly hall. The plans were duly received and adopted and tenders invited for the erection of the building. Several tenders were received, that of Mr. George McArthur for \$20,570, being the lowest, was accepted. This gentleman failed to enter into contract, the work was offered to Mr. Joshua Limerick, who was the next lowest, and whose tender was \$20,820. This was accepted and a contract entered into with Mr. Limerick. Excavation for the new building was begun about the middle of July, and the foundation and basement walls were completed in the month of October. Work was then suspended until spring, as the lateness of the season prevented the possibility of getting the roof enclosed before the winter storms. The Smead, Dowd & Co. system of heating and ventilation will be placed in the building, and the contractor is

---

required to resume operations as early as possible in the spring. The contract calls for the completion of the building in August next.

Arbor Day was observed in May last and the change from the routine work of every day school life was enjoyed. The playgrounds at the schools received especial attention, while the girls improved the appearance of most of the class rooms.

The number of teachers on our staff during the year, including the Collegiate and High School and Model School, was twenty-six and one assistant.

Three hundred and twenty-two permits were issued to applicants for admission into the schools during the year.

By reference to tabular statements from A. to E. inclusive, the receipts and expenditures for the year will be seen, as well as the names of teachers, the age, sex, attendance, etc., of pupils.

All of which is respectfully submitted,

CHAS. A. SAMPSON, *Secretary.*



**Tabular Statement A.**  
*Receipts and Expenditures from 1st November, 1890, to 31st October, 1891.*

ON WHAT ACCOUNT.	AMOUNT.	AMOUNT.	ON WHAT ACCOUNT.	AMOUNT.
Permanent Account—			By City Taxes—	
Apparatus, .....	\$ 36 40		From Treasurer, .....	\$14,203 94
Furniture and Furnishing, .....	114 42		Tuition Fees, .....	53 50
Charlotte Street School, .....	50 50		Rent, .....	50 00
			Balance, .....	3,939 60
Annual Expenditure—		\$201 32		
City Auditors, .....	\$ 10 00			\$18,247 04
Insurance, .....	116 50			
Office, .....	14 82			
Printing, .....	35 10			
Repairs, .....	198 42			
Indigent Pupils, .....	3 57			
Contingent, .....	115 60			
Rent, .....	456 25			
Fuel, .....	489 81			
Interest, .....	2,419 87			
Examiner, .....	160 00			
Teachers and Secretary, .....	9,399 59			
Janitors, .....	978 00			
Balance 1st November, 1890, .....	3,648 19	18,045 72		
		\$18,247 04		\$18,247 04

CHAS. A. SAMPSON, *Secretary.*

### Tabular Statement B.

*Showing Schools, Names of Teachers, age, sex, and number of Pupils for First Term ending June, 1891.*

SCHOOL	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High.	B. C. Foster,.....	4	17	21	..	21
	James M. Palmer,.....	15	7	22	..	22
	Annie L. Gregory,.....	22	33	..	55	55
	F. B. Meagher, Asst.,..	..	..	..	..	..
York Street	Geo. A. Inch,.....	39	8	19	28	47
	A. M. Vandine,.....	54	..	29	25	54
	A. G. Duffy,.....	42	..	21	21	42
	Lottie E. Cliff,.....	38	..	25	13	38
	Isabel R. Everett,.....	42	..	27	15	42
	Janie Harvey,.....	46	..	18	28	46
Model. ....	J. F. Rogers,.....	41	2	16	27	43
	Francis I. Ross,.....	47	1	24	24	48
	M. Annie Harvey,....	49	..	27	22	49
	M. J. MacLeod,.....	50	..	26	24	50
Charlotte Street.	Hiram B. Kilburn,....	39	9	23	25	48
	Ella L. Thorne,.....	51	1	27	25	52
	Effie E. Ross,.....	72	..	36	36	72
	Mabel C. Hunter,.....	49	..	36	13	49
	Ida McAdam,.....	49	..	26	23	49
Regent Street	J. Frank Owens,.....	30	3	33	..	33
	Mary E. Walsh,.....	43	2	..	45	45
	Frances Bourgeois,....	49	..	..	49	49
	Sarah E. Duffy,.....	41	..	41	..	41
Brunswick Street	Ellen G. McLaughlin,..	62	..	25	37	62
Morrison's Mill	Annabel Hooper,.....	60	2	38	24	62
Doak Settlement	Annie M. Doak,.....	8	2	5	5	10
Wiseley ...	Mary E. S. Nicolson,...	20	2	14	8	22
		1,062	89	579	572	1,151

CHAS. A. SAMPSON, *Secretary.*

**Tabular Statement C.**

*Showing Schools, Names of Teachers, Age, Sex, and Number of Pupils for Second Term ending December, 1891.*

SCHOOL.	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High	B. C. Foster,.....	16	12	28	..	28
	Jas. M. Palmer,.....	13	14	27	..	27
	Annie L. Gregory,....	46	32	..	78	78
	F. B. Meagher, Assist..	..	..	..	..	..
York Street	Geo. A. Inch,.....	36	4	13	27	40
	Alice M. Vandine,....	55	..	29	26	55
	Alice G. Duffy,.....	46	..	27	19	46
	Lottie E. Cliff,.....	35	..	23	12	35
	Isabel R. Everett,....	52	..	25	27	52
	Janie Harvey,.....	49	..	16	33	49
Model. ....	J. F. Rogers,.....	42	1	20	23	43
	Helen L. Galt,.....	47	..	24	23	47
	M. Annie Harvey,....	51	..	28	23	51
	M. J. MacLeod,.....	49	..	26	23	49
Charlotte Street	Hiram B. Kilburn,....	38	16	20	34	54
	Ella L. Thorne,.....	66	..	32	34	66
	Effie E. Ross,.....	57	..	32	25	57
	Mary E. S. Nicolson,..	52	..	13	39	52
	Ida McAdam,.....	63	..	37	26	63
Regent Street	J. Frank Owens,.....	43	4	47	..	47
	Mary E. Walsh,.....	40	..	..	40	40
	Frances Bourgeois,....	47	..	..	47	47
	Sarah E. Duffy,.....	41	..	41	..	41
Brunswick Street	Ellen G. McLaughlin,..	62	..	18	44	62
Morrison's Mill	Annabel Hooper,.....	59	1	32	28	60
Doak Settlement	Annie M. Doak,.....	16	..	9	7	16
Wiseley ...	M. Helen Hume,.....	19	..	10	9	19
	Totals,.....	1,141	83	577	647	1,224

CHAS. A. SAMPSON, *Secretary.*

### Tabular Statement D.

*Showing School, Name and Class of Teacher, Salary, Attendance, etc., for first Term ending June, 1891.*

SCHOOL.	NAME OF TEACHER.	Class.	Salary from Trustees.	No. Pupils	Average Daily Attend.	Per Cent. Attendance.
Collegiate and High	B. C. Foster, .....	G. S.	465	21	17.02	80.95
	Jas. M. Palmer, .....	G. S.	265	22	18.09	85.09
	Annie L. Gregory, .....	I.	400	55	?	?
	F. B. Meagher, Assist. ....	G. S.	700	..	....	....
York Street	Geo. A. Inch, .....	G. S.	600	47	34.44	75.25
	Alice M. Vandine, .....	I.	250	54	44.07	81.61
	Alice G. Duffy, .....	II.	225	42	31.52	75.04
	Lottie E. Cliff, .....	I.	250	38	31.68	83.47
	Isabel R. Everett, .....	I.	250	42	31.06	73.95
	Janie Harvey, .....	II.	225	46	38.71	84.15
Model School	J. F. Rogers, .....	I.	600	43	38.02	88.06
	Frances I. Ross, .....	I.	250	48	41.33	86.00
	M. Annie Harvey, .....	I.	160	49	45.35	92.55
	M. J. MacLeod, .....	I.	160	50	42.71	85.43
Charlotte Street	Hiram B. Kilburn, .....	I.	600	48	39.02	81.66
	Ella L. Thorne, .....	I.	250	52	41.71	80.02
	Effie E. Ross, .....	I.	250	72	59.00	82.00
	Mabel C. Hunter, .....	I.	250	49	41.53	84.75
	Ida McAdam, .....	II.	225	49	38.99	79.57
Regent Street	J. Frank Owens, .....	I.	550	33	27.67	83.85
	Mary E. Walsh, .....	I.	250	45	39.73	88.28
	Frances Bourgeois, .....	II.	225	49	42.72	87.78
	Sarah G. Duffy, .....	I.	250	41	31.31	76.34
Brunswick Street	Ellen G. McLaughlin, .....	II.	225	62	52.56	84.77
Morrison's Mill	Annabel Hooper, .....	II.	225	62	45.85	74.00
Doak Settlement	Annie M. Doak, .....	II.	225	10	7.07	70.07
Wiseley ...	Mary E. S. Nicolson, .....	II.	225	22	?	?

CHAS. A. SAMPSON, *Secretary.*

**Tabular Statement II.**

*Showing School, Name and Class of Teacher, Salary, Attendance, etc., for Second Term ending December, 1891.*

SCHOOL.	NAME OF TEACHER.	Class.	Salary from Trustees.	No. Pupils	Average Daily Attend.	Per Cent. Attendance.
Collegiate and High	B. C. Foster,.....	G. S.	465	28	23.36	83.43
	Jas. M. Palmer,.....	G. S.	465	27	21.79	80.07
	Annie L. Gregory,.....	I	400	78	57.20	73.31
	F. B. Meagher,.....	G. S.	700	..	....	....
York Street	Geo. A. Inch,.....	G. S.	600	40	35.03	88.25
	Alice M. Vandine,.....	I	250	55	43.95	79.09
	Alice G. Duffy,.....	II	225	46	36.16	78.60
	Lottie E. Cliff,.....	I	250	35	26.00	74.60
	Isabel R. Everett,.....	I	250	52	33.81	65.00
	Janie Harvey,.....	II	225	49	37.95	77.44
Model.....	J. F. Rogers,.....	I	600	43	38.07	90.01
	Helen L. Galt,.....	I	250	47	41.23	87.72
	M. Annie Harvey,.....	I	160	51	46.16	90.51
	M. J. MacLeod,.....	I	160	49	37.67	76.88
Charlotte Street	H. B. Kilburn,.....	G. S.	600	54	44.52	82.05
	Ella L. Thorne,.....	I	250	66	52.48	79.05
	Effie E. Ross,.....	I	250	57	47.00	83.00
	M. E. S. Nicolson,.....	II	225	52	41.74	80.28
	Ida McAdam,.....	II	225	63	52.29	83.00
Regent Street	J. Frank Owens,.....	I	550	47	40.06	86.38
	Mary E. Walsh,.....	I	250	40	32.35	80.87
	Frances Bourgeois,.....	II	225	47	41.25	87.97
	Sarah G. Duffy,.....	I	250	41	34.52	84.02
Brunswick Street	Ellen G. McLaughlin,.....	I	250	62	52.24	84.25
Morrison's Mill	Annabel Hooper,.....	II	225	60	41.16	68.00
Doak Settlement	Annie M. Doak,.....	II	225	16	13.04	81.54
Wiseley ...	M. Helen Hume,.....	II	225	19	16.50	86.84
				1224	37.97	81.23

CHAS. A. SAMPSON, *Secretary.*

---

### III—CITY OF MONCTON.

---

To J. R. INCH, LL.D.,

*Chief Superintendent of Education.*

SIR: Herewith I respectfully submit the Annual Report of the Board of School Trustees for the year ending December 31st, 1891.

John McKenzie Esq.'s term of office having expired in due course, H. H. Ayer, Esq., was appointed by the City Council to fill the vacancy.

The demand for school accommodations after the summer vacation was so much in excess of that anticipated that four extra departments had to be opened, instead of three as provided for in the estimates.

The following additions and changes occurred in the teaching staff during the year:

Miss Mary E. Fawcett and Miss Annie L. Fleetwood, who had been employed as relief teachers, were taken on permanently and placed in charge of two departments of the Victoria Building.

Miss Agnes C. McSweeney from Alma street, and Miss Mary B. Bourque from the Waterloo street Schools, were transferred to St. Bernard's, and Miss Ella J. McKay from Cross street to Alma Street School, Miss Agnes Hamilton taking Miss McKay's School and Miss Kate A. Willis that vacated by Miss Bourque. Subsequently Miss McSweeney retired to go West, and Miss Bourque to be married, when Miss Hamilton was transferred to St. Bernard's to fill the position of Miss McSweeney; Miss Annie S. Fillmore taking Cross street and Miss Albina J. Bourque, her sister's place in St. Bernard's.

Miss Ella M. Veazey and Miss Lillian Nicolson were obliged to retire on account of sickness and Miss Millie Keohan and Miss Davidson were engaged to fill their positions for the balance of the term.

Miss Ida H. Adams having retired permanently from the profession at the close of the term, Miss Keohan takes her place.

Miss Nicolson returned to her own school; Miss Mary M. Brady has been engaged to take the department lately in charge of Miss Keohan, and Miss Nettie Kelley to take Miss Condon's department, the latter going to Normal School.

The Government appointed W. O. Schwartz, Esq., in the place of Alexander Girvan, Esq., whose term expired.

The Lutz Street Building having been burned, the departments formerly in it were removed to the Victoria Building, making ten schools in operation there with an enrolment of over six hundred children.

These frequent changes and interruptions to a great extent, render futile and inoperative the best laid plans, and the most determined efforts of a successful teacher.

Notwithstanding that eleven schools have been added in five years, I have again to call your attention to the over-crowded state of our schools, as a glance at the enrolment and average of many schools, as exhibited in statements 6 and 7, will prove.

Teachers cannot do justice to more than fifty pupils, for the moment slate work, particularly, has to be examined (and it cannot all be examined out of school hours) much valuable time is lost to the practical work of the school room.

It is simply mistaken economy, and the sooner abandoned, the sooner will better results be secured.

The amount expended for general repairs is considerably larger than usual on account of the extensive repairs made to the plastering, and the tinting of the walls of all the old buildings.

Provision will have to be made for repairing the roofs of the Weldon, Alma and Botsford Street houses, and possibly the Central, as well as to paint them both inside and out during the next summer holidays.

I am pleased to report that many of our schools are doing excellent work, still there is room for improvement in the best of them, there is ever plenty of room at the top of the ladder.

C. R. PALMER, *Secretary.*

### Statement No. 1.

*Report of School Trustees of Moncton.*

1886.

APPOINTED BY THE LIEUT.-GOV. IN COUNCIL.

W. J. Robinson, Esq., Chairman.  
John L. Harris, Esq.,  
H. A. Whitney, Esq.

APPOINTED BY THE CITY COUNCIL.

L. N. Bourque, Esq., M. D.,  
John H. Marks, Esq.,  
Edward McSweeney, Esq.,  
John McKenzie, Esq.

1887.

W. J. Robinson, Esq., Chairman.  
John L. Harris, Esq.,  
H. A. Whitney, Esq.,

C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.,  
Edward McSweeney, Esq.,  
John H. Marks, Esq.

1888.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

John McKenzie, Esq.,  
C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.,  
Edward Sweeney, Esq.

1889.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

J. H. Wran, Esq.,  
John McKenzie, Esq.,  
C. A. Steeves, Esq.,  
L. N. Bourque, Esq., M. D.

1890.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
Alexander Girvan, Esq.

L. N. Bourque, Esq., M. D.,  
J. H. Wran, Esq.,  
John McKenzie, Esq.,  
C. A. Steeves, Esq.

1891.

W. J. Robinson, Esq., Chairman.  
H. A. Whitney, Esq.,  
W. O. Schwartz, Esq.

John L. Harris, Esq.,  
L. N. Bourque, Esq., M. D.,  
J. H. Wran, Esq.,  
John McKenzie, Esq.

## Statement No. 2.

## TEACHERS, CENTRAL BUILDING.

S. C. Wilbur, I Class, Principal.

Ida H. Adams, ..... I Class.      D. M. Trites ..... II Class.  
Catherine Hennessy, ..... I Class.

## ALMA STREET.

Ella J. McKay, ..... I Class.      Emma Condon, ..... II Class.

## BOTSFORD STREET.

Annie Adams, ..... I Class.      Annie Hanington, ..... I Class.

## VICTORIA.

S. W. Irons, I Class, Principal.

Mary E. Fawcett, ..... I Class.      Annie L. Fleetwood, ..... I Class.  
Lillian Burt, ..... I Class.      Margaret Bleakney, ..... I Class.  
Lavinia G. Fawcett, ..... II Class.      Mrs. M. P. Simpson, ..... III Class.  
Mariannie Simmons, ..... I Class.      Mellie Keohan, ..... I Class.  
Ella W. Davidson, ..... II Class.

## WELDON STREET.

Mary L. F. Bailey, ..... I Class.      Dora E. Smith, ..... II Class.

## WATERLOO STREET.

Annie S. Fillmore, ..... I Class.      Elspeth Charters, ..... I Class.

## ST. BERNARD'S.

Sister M. Loretto, ..... I Class.      Lottie O'Neil, ..... I Class.  
Agnes Hamilton, ..... I Class.      Sister M. Julie, ..... II Class.  
Albina J. Bourque, ..... III Class.

## Recapitulation.

I Class, Male,	.....	.....	.....	.....	.....	2
II " "	.....	.....	.....	.....	.....	1
I " Female,	.....	.....	.....	.....	.....	18
II " "	.....	.....	.....	.....	.....	5
III " "	.....	.....	.....	.....	.....	2

28

## By Denominations.

Catholics,	.....	.....	.....	.....	.....	6
Baptist,	.....	.....	.....	.....	.....	6
Methodist,	.....	.....	.....	.....	.....	6
Presbyterian,	.....	.....	.....	.....	.....	9
Episcopalian,	.....	.....	.....	.....	.....	1

28



**Statement No. 3.**  
*Semi-Annual Returns (Condensed.)*

PARTICULARS.	First Term.	Second Term.
Schools Opened,.....	Jan. 5	Aug. 17
Schools Closed,.....	June 30	Dec. 18
Number School Days,.....	122	89
Number Pupils from 5 to 15 Years,.....	1,345	1,551
Number Pupils over 15 Years,.....	63	61
Number Pupils Enrolled, Boys, 711 ; Girls, 697, .....	1,408	.....
" " 797 ; " 815, .....	.....	1,612
Total Days Attendance by all Pupils,.....	127,343	103,845½
" Lost " .....	29,388	19,196½
Average Daily Attendance during the Term, .....	45.16	44.43
Per Centage " " .....	76.97	77.5
Visits by Trustees and Secretary,.....	133	108
" Clergyman,.....	31	28
" Others, .....	311	327

**Statement No. 4.**  
*Number of Pupils in the several Standards of Instruction.*  
TERM ENDING JUNE 30, 1891.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	TL.
Reading, Spelling, Recitation, ..	212	242	239	175	193	104	126	59	39	19	1408
Composition, .....	212	242	239	175	193	104	125	59	39	19	1407
Grammar and Analysis, .....	..	..	..	..	193	104	125	59	39	19	539
History, .....	..	..	..	175	193	104	125	59	39	19	714
Form, .....	212	242	..	..	..	..	..	..	..	..	454
Industrial Drawing, .....	..	..	239	175	193	91	125	59	39	19	940
Print Script, .....	212	242	239	205	193	..	..	..	..	..	1091
Writing, .....	..	..	239	175	193	104	126	59	39	19	954
Arithmetic, .....	212	242	239	175	193	104	126	59	39	19	1408
Geometry, .....	..	..	..	..	..	..	99	108	39	19	265
Mensuration, .....	..	..	..	..	..	..	..	..	..	..	..
Algebra, .....	..	..	..	..	..	..	76	59	39	19	193
Geography, .....	212	242	239	175	193	104	125	59	39	19	1407
Mineral, Plant, and Animal Life, .....	212	242	229	175	193	93	125	59	..	..	1328
Colour, .....	212	242	191	65	..	..	..	..	..	..	710
Objects, .....	..	..	..	..	..	..	..	..	..	..	..
Temperance and Teachings of Science, .....	150	214	229	155	162	59	42	30	..	..	1041
Physics, .....	..	..	..	..	..	94	125	59	..	..	278
Physiology, .....	..	..	..	..	..	..	59	..	..	..	59
Latin, .....	..	..	..	..	..	10	60	..	..	..	70
French, .....	..	..	..	..	..	17	5	..	..	..	22
Book-keeping, .....	..	..	..	..	..	..	..	..	..	..	..

## Statement No. 5.

*Number of Pupils in the several Standards of Instruction.*

TERM ENDING DECEMBER 31st, 1891.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	Tl.
Reading, Spelling, Recitation, .....	287	278	214	238	170	161	109	83	41	25	8	1612
Composition, .....	287	311	230	209	170	161	169	83	41	25	8	1594
Grammar and Analysis, ..	..	..	..	..	170	161	105	83	41	25	8	593
History, .....	..	..	..	149	170	161	105	83	41	25	8	742
Form, .....	287	278	..	..	..	..	..	..	..	..	..	569
Industrial Drawing, ....	..	..	214	238	170	161	69	83	41	25	8	1009
Print Script, .....	252	278	214	238	170	..	..	..	..	..	..	1152
Writing, .....	..	..	214	238	170	161	105	83	41	25	8	1035
Arithmetic, .....	287	278	214	238	170	161	105	83	41	25	8	1610
Geometry, .....	..	..	..	..	..	..	36	83	41	25	8	193
Mensuration, .....	..	..	..	..	..	..	..	..	..	20	..	20
Algebra, .....	..	..	..	..	..	..	28	83	41	25	8	185
Geography, .....	287	278	214	238	170	161	105	83	41	25	8	1610
Mineral, Plant, and Animal Life, .....	287	278	214	238	170	161	105	82	41	..	8	1584
Colour, .....	287	278	184	134	..	..	..	..	..	..	..	873
Objects, .....	..	..	..	..	..	..	..	..	..	..	..	..
Temperance Teachings of Science, .....	257	165	147	198	89	72	56	11	..	..	..	996
Physics, .....	..	..	..	..	..	72	105	83	20	..	..	280
Physiology, .....	..	..	..	..	..	..	..	83	21	..	..	104
Latin, .....	..	..	..	..	..	..	..	8	64	..	..	72
French, .....	..	..	..	..	..	..	..	13	11	..	..	24
Book-keeping, .....	..	..	..	..	..	..	..	..	..	..	..	..

## Statement No. 6.—Teachers and Actual Attendance Returns.

Term ending June 30, 1890.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Average Days Pupils Attended.	Percentage of Attendance.
Central,	S. C. Wilbur, . . . . .	660	121	58	20	38	4920	885	42.	72.2
"	Ida H. Adams, . . . . .	340	122	50	15	35	4307	1152	36.39	72
"	D. M. Trites, . . . . .	600	122	50	36	14	4003½	2089½	33.6	67.3
"	C. Hennessy, . . . . .	240	121	41	41	..	3648	714½	30.83	75.
Victoria,	S. W. Irons, . . . . .	700	122	63	27	36	5789	738½	48.2	76.51
"	Lillian Burt, . . . . .	240	120	68	35	33	6192½	1182	52.73	77.54
"	Margaret Bleakney, . . . .	240	121½	69	44	25	6777	1055½	55.5	80.4
"	L. G. Fawcett, . . . . .	200	118	62	32	30	5688½	1164½	49.61	80.02
"	Mariannie Simmons, . . . .	240	120½	71	35	36	6651½	1488½	57.1	80.04
"	Ella M. Veazey, . . . . .	240	119	58	34	24	5551	994	47.5	81.
Botsford Street,	Mary Fawcett, . . . . .	240	121	61	30	31	5436	1918	46.83	74.77
"	Annie Hannington, . . . .	240	122	66	20	46	5889	1393	49.91	75.62
Alma Street,	Agnes C. McSweeney, . . .	200	121	45	..	45	3866	1671	32.	71.
"	Emma Condon, . . . . .	200	121½	64	34	30	6019½	1635½	51.3	80.2
Lutz Street,	M. P. Simpson, . . . . .	200	119	60	35	25	5943	1146	47.6	79.2
"	Lillian Nicolson, . . . . .	240	122	63	29	34	6029	1657	51.2	82.
Weldon Street,	M. L. F. Bailey, . . . . .	240	117½	59	36	23	5356	1298½	46.96	79.49
"	Dora E. Smith, . . . . .	200	122	67	33	34	6355	967½	53.09	79.02
Cross Street,	Ella J. McKay, . . . . .	240	122	56	35	21	4458½	1150½	38.5	68.05
"	Elspeth Charters, . . . . .	240	119	71	47	24	5318	615½	46.	64.7
Waterloo,	M. B. Bourque, . . . . .	200	119	40	22	18	3781	2579½	32.58	81.45
St. Bernards,	Agnes Quirk, . . . . .	240	117	45	10	30	4143	315	35.7	89.
"	Natalie Allain, . . . . .	200	117	75	34	41	6604½	924½	57.64	76.85
"	Lotie O'Neil, . . . . .	240	114½	51	27	24	4616½	652½	41.	80.8
				1408	711	697	127343	29388	45.15	76.97

Statement No. 7.—Teachers and Actual Attendance Returns.  
Term ending December 31st, 1891.

iii 11

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Average Days Pupils Attended.	Percentage of Attendance.
Central,	S. C. Wilbur,.....	660	87	54	23	31	3659	422	43.	79.65
"	Ida H. Adams,.....	340	89	49	12	37	3255½	729½	37.4	76.
"	D. M. Trites,.....	600	89	36	22	14	2521	683	28.74	84.56
"	Catherine Hennessy,.....	240	88	43	17	26	2734½	443	32.05	74.05
Victoria,	S. W. Irons,.....	700	87	58	29	29	3913½	449½	45.49	80.
"	Mary E. Fawcett,.....	240	87	66	32	34	4221½	416½	54.5	84.64
"	Annie L. Fleetwood,.....	240	84	59	30	29	3651½	1270	43.21	72.03
"	Lillian Burth,.....	240	87	74	39	35	4926	698	57.45	77.44
"	Margaret Bleakney,.....	240	85½	70	40	30	4875	663	58.2	83.4
"	Lavina G. Fawcett,.....	200	86	62	35	27	4287	610½	45.	78.
"	Mariann Simmons,.....	240	86	67	34	33	4675	630½	54.	80.9
"	Ella Davidson,.....	200	79	41	19	22	2580½	316½	33.3	82.
"	Minnie Keohan,.....	240	84	65	31	34	4312	1067	52.	79.
"	M. P. Simpson,.....	200	86	59	27	32	3808	610½	45.	78.
Botsford Street,	Annie Adams,.....	240	89	60	30	30	4078	1465½	47.21	78.68
"	Annie Hannington,.....	240	87	64	20	44	4378	855	51.77	81.46
Alma Street,	Ella J. McKay,.....	240	87	56	28	28	3513	630	41.5	74.9
"	Emma Condon,.....	200	87	63	33	30	4322	1158	51.5	81.87
Weldon Street,	M. L. F. Bailey,.....	240	87	65	41	24	4668	784	54.54	85.9
"	Dora E. Smith,.....	200	87	68	34	34	4531	611½	53.05	79.44
Waterloo Street,	Kate W. Willis,.....	240	86	44	25	19	2752½	516	32.86	77.3
Cross Street,	Annie S. Fillimore,.....	240	89	51	34	17	3099	479	35.96	70.08
"	Elspeth Charters,.....	240	87	67	40	27	3178	381½	39.	58.
St. Bernard,	Agnes Quirk,.....	240	89	37	..	37	2787½	237	32.	86.
"	Lottie O'Neill,.....	240	87	46	30	16	2760½	354½	32.41	70.4
"	Agnes Hamilton,.....	240	87	61	27	34	4013	567	46.26	75.81
"	Natalie Allain,.....	200	89	53	24	29	3674	624	42.87	80.88
"	Albina J. Bourque,.....	200	89	74	41	33	4474	1415	48.02	64.89
				1612	797	815	105648½	19196	44.43	77.87

**Statement No. 8.**

**1890.**

Dec. 31.	Balance, . . . . .	.....	.....	\$1,500 28
"	*Received from Treasurer, . . . . .	.....	.....	\$9,300 00
"	" " County School Fund, . . . . .	.....	.....	2,228 66
"	Refund City Coupon, . . . . .	.....	.....	25 00
"	Unpaid Cheques, . . . . .	.....	.....	225 33
				<hr/> 11,778 99
				<hr/> \$13,279 27

**CR.**

"	Salaries of Teachers and Secretary,	....	....	\$7,516 91
"	Janitors, ....	....	....	734 43
"	General Repairs, ....	....	....	848 79
"	Expenses, ....	....	....	265 67
"	Back Rent, ....	....	....	260 00
"	Interest, ....	....	....	1,873 60
"	Fuel, ....	....	....	763 06
"	Water, ....	....	....	78 50
"	School Supplies, ....	....	....	59 10
"	Furniture, ....	....	....	27 50
"	Arbor Day, ....	....	....	28 89
"	Loan to Debentures Account, ....	....	....	160 00
"	Balance in Bank, ....	....	....	662 82
				<hr/> \$13,279 27

(E. AND O. E.)

*Moncton, December, 31st, 1891.*

### UNPAID ACCOUNTS.

"	Teachers Salaries, . . . . .	\$408 33
"	Janitors " . . . . .	53 58
"	Rev. H. A. Meahan, Janitor and Fuel, . . . . .	150 00
"	General Repairs, . . . . .	137 39
"	Insurance, . . . . .	11 60
		<hr/>
		\$760 90

\* This item is \$300 less than that charged by Receiver as paid to the current account. It was asked for Debenture account: was needed and used to redeem Debentures

Statement No 9.—*Debentures Account.*

1890.

Dec. 31.	Balance, ...	.....	.....	.....	\$722 37
"	Proceeds from debentures, ....	.....	.....	\$4,400 00	
"	Insurance Lutz street fire, ....	.....	.....	681 08	
"	Temporary Loan, ....	.....	.....	360 00	
"	Gas and Water Co.'s account unpaid, ....	.....	.....	26 80	
				<u>5,467 88</u>	
					\$6,190 25

CR.

"	Smead, Dowd & Co., balance, ..	.....	.....	\$372 00	
"	Loan retired, ....	.....	.....	1,500 00	
"	Repaid current account, ....	.....	.....	200 00	
"	Debentures redeemed, ....	.....	.....	2,000 00	
"	School Furniture, ....	.....	.....	653 71	
"	McAnn lawsuit and costs, ....	.....	.....	569 23	
"	Asphalt Victoria Building, ....	.....	.....	133 13	
"	Interest on overdraw, ....	.....	.....	60	
"	Balance, ...	.....	.....	761 58	
				<u>\$6,190 25</u>	

(E. AND O. R.)

I hereby certify that I have carefully audited the current account of the Secretary of the Trustees of Schools, for the year 1891, and find them correct, and the balance in the Bank of Nova Scotia, Dec. 31, 1891, is \$662.82.

I have also audited the debenture account and find everything correct, with a balance in the same bank of \$761.58.

GEO. C. PETERS, *City Auditor.*

*Moncton, January 12th, 1892.*

## IV. TOWN OF ST. STEPHEN.

### Board of School Trustees.

JOHN D. CHIPMAN, Esquire, CHAIRMAN,

HUGH CULLINEN, Esquire,

W. McK. DEINSTADT, Esquire, M. D.,

GEORGE J. CLARKE, Esquire,

FRANK TODD, Esquire,

GILBERT W. GANONG, Esquire,

WALLACE BROAD, Esquire.

TO JAMES R. INCH, Esq., LL. D.,

*Chief Superintendent of Education.*

SIR: The Board of School Trustees of the Town of Saint Stephen respectfully submit their Annual Report for the school year ended December 31st, 1891.

From reference to my last report you will notice that there has been no change made during the year in the membership of our Board.

We are pleased to note that the number of pupils in our higher grades is increasing from year to year; the Matriculation examination will tend to keep our pupils in school until they have finished their course, there being a more definite object in view, namely the receiving of an entrance certificate to the University. In June last, five pupils were presented, four of whom passed the examination.

The attendance at our primary and intermediate departments is too large, in fact, to obtain the best results from teaching. Many of our teachers have more pupils than perhaps they should have. It is gratifying to know, however, that all our teachers use their best efforts for the advancement of the pupils of their respective schools. At the close of the winter term Miss Rideout's resignation left a vacancy on our staff which was filled by Mary R. McLean who has done good work. The Board has granted a six months rest to Miss Clara E. Bridges and Mary D. Dibblee, and has engaged to fill their respective schools, Miss Sussie Ganong and Miss Clara Everett. Our Board regret that Miss Lyle has asked to release her engagement with them. Miss Lyle has taught one of our primary schools for several years and has given to both parents and pupils unqualified satisfaction. It is rarely indeed that we find a teacher so well qualified and so well adapted to primary school work as Miss Lyle. Miss Beatty has been engaged to take her school.

In addition to the Governor General's Medal, the Honorable James Mitchell, who has frequently given prizes, has offered prizes, one for Classics and one for Mathematics; also Mrs. J. D. Chipman, superintendent of scientific instruction in temperance gave a prize for the best essay on "The effects of Alcohol on the human system."

Towards the close of the summer term the Scarlet Fever made its appearance in town and during the last three weeks of school the attendance in many of our schools was fully fifty per cent. less than it had been previous to that time.

Respectfully submitted,

L. A. MILLS, *Secretary.*

St. Stephen, January 7, 1892.

*Receipts and Expenditures of the Board of School Trustees of St. Stephen for the year ended December 31st, 1891.*

1890.

Dec. 31.	To balance on hand in St. Stephen Bank,....	....	\$1,339 74
Feb.	" Amount County Fund, ....	....	492 06
Apr. 20.	" " From Town Treasurer, ....	....	500 00
Aug. 4.	" " " " " ....	....	3,000 00
" 22.	" " County Fund, ....	....	467 64
Dec. 14.	" " Town Treasurer, ....	....	1,000 00
" "	" Tuition Fees, ....	....	15 00
			<u>\$6,814 44</u>

CR.

1891.

Dec. 31.	By Amount Paid for Teachers Salary, ....	....	\$3,375 00
" "	" " " Coupons, ....	....	1,368 06
" "	" " " Care of Rooms, ....	....	434 92
" "	" " " Repairs, ....	....	500 63
" "	" " " Contingencies, ....	....	318 04
" "	" " " Fuel, ....	....	362 55
" "	" " " Insurance, ....	....	140 00
" "	" Balance in St. Stephen Bank, ....	....	315 30
			<u>\$6,814 44</u>

**Tabular Statement for Year Ending December 31st, 1890—First Term.**

TEACHERS.	Salaries.	Pupils Enrolled.			Percentage.	Standards Taught.
		Boys.	Girls.	Total.		
P. G. McFarlane,.....	\$650	13	26	39	82.37	IX, X and XI.
F. O. Sullivan,.....	565	25	30	55	73.07	VII and VIII.
Mary Dibblee,.....	300	21	27	48	73.65	V and VI.
Isabella Henry,.....	300	34	23	57	84.12	V and VI.
May Carter,.....	260	28	31	59	80.06	III and IV.
Annie Moore,.....	260	30	29	59	84.74	III and IV.
Joseph L. Lockary,.....	260	34	25	59	81.75	III and IV.
Jennie Lyle,.....	260	26	29	55	56.99	I and II.
Clara Bridges,.....	260	35	24	59	79.91	I and II.
Martha E. Rideout,.....	260	28	30	58	72.00	I and II.



## Second Term.

TEACHERS.	Salaries.	Pupils Enrolled.			Percentage.	Standards Taught.
		Boys.	Girls.	Total.		
P. G. McFarlane,.....	\$650	28	26	44	76.69	IX, X and XI.
F. O. Sullivan,.....	565	32	31	63	78.52	VII and VIII.
Mary Dibblee,.....	300	31	28	59	83.71	V and VI.
Alice Robinson,.....	300	30	25	55	83.00	V and VI.
May Carter, .....	260	20	35	55	84.72	III and IV.
Annie Moore,.....	260	37	25	62	84.00	III and IV.
Joseph Lockary,.....	260	29	30	59	80.74	III and IV.
Jennie Lyle,.....	260	25	25	50	94.00	I and II.
Clara Bridges,.....	260	28	29	57	85.10	I and II.
Mary R. McLean,.....	260	24	27	51	82.68	I and II.

## V. TOWN OF WOODSTOCK.

### Board of School Trustees.

LEWIS R. FISHER, Esquire, CHAIRMAN,  
 RANDOLPH K. JONES, Esquire, JOHN McCORMAC, Esquire,  
 WILLIAM S. SAUNDERS, Esquire, GILBERT W. VANWART, Esquire,  
 JAMES WATTS, Esquire, HENRY A. CONNELL, Esquire,  
 A. B. CONNELL, Secretary.

To J. R. INGH, Esq., LL. D.,

*Chief Superintendent of Education.*

The Board of School Trustees for the Town of Woodstock herewith submit their annual report for the year 1891.

They are pleased to state that the schools under their care are in a flourishing condition, the attendance thereat being a great improvement over former years. The teachers are zealous in their endeavors, and the monthly examinations of the several schools showing a decided advance. During the year the attendance at the Grammar School having increased, an assistant was employed.

The following is a statement of the receipts and expenditures of the Board for the past year.

#### RECEIPTS.

Balance in Treasurer's hand, January 1st, 1891, ....	....	\$ 281 29
Received from County Drafts, ....	....	952 22
" " Town Assessment, ....	....	4,000 00
" " Tuition Fees, ....	....	38 00
" " Rent, ....	....	16 00
		<hr/> \$5,287 51

#### EXPENDITURE.

Teachers Winter Term, ....	....	\$1,335 00
" Summer " ....	....	1,549 00
Paid for furnace, ....	....	100 00
" Incidentals and Repairs, ....	....	335 70
" Repairing Wall, ....	....	62 00
" Desks, etc., ....	....	96 73
" Secretary, ....	....	100 00
" School Apparatus, ....	....	35 50
" Insurance, ....	....	61 87
" Water, ....	....	35 00
" Building Fence, ....	....	109 57
" Janitor, ....	....	251 00
" Fuel, ....	....	279 06
" Interest on Debenture, ....	....	349 50
Balance, ....	....	587 58
		<hr/> \$5,287 51

The following tables show the arrangement of the schools, the standards taught in each, etc.:

### Winter Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average per cent.
1	Minnie Carman,.....	Primary,.....	60	I and II	49.99	84.55
2	Ella Smith,.....	".....	60	"	50.1	84.
3	Clara Donnelly,.....	".....	55	"	41.	74.
4	Annie Ramsey,.....	Secondary,.....	67	III and IV	50.44	76.42
5	Kate Appleby,.....	".....	49	"	33.83	73.12
6	Elizabeth Cupples,.....	".....	51	"	38.98	76.
7	Helena Mulherrin,....	Intermediate,...	59	V and VI	45.52	77.
8	Edith Hume,.....	".....	46	"	30.15	65.5
9	Grace Hovey,.....	".....	51	"	37.54	73.6
10	Lizzie Gillmor,.....	Advanced,.....	46	VII and VIII	32.68	71.
11	C. C. Alexander,.....	".....	45	"	32.	71.
12	R. P. Steeves,.....	Grammar,.....	28	IX, X, and XI.	22.20	79.28
			617			

### Summer Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average Per Cent.
1	Minnie Carman,.....	Primary,.....	64	I and II	54.72	85.5
2	Ella Smith,.....	".....	61	I " II	54.	88.
3	Clara Donnelly,.....	".....	50	I " II	41.	82.
4	Jennie Stevenson,....	Secondary,.....	66	III " IV	56.4	85.5
5	Edith Hume,.....	".....	50	III " IV	40.	81.86
6	Elizabeth Cupples,....	".....	53	III " IV	44.	83.
7	Helena Mulherrin,....	Intermediate, ..	63	V " VI	51.68	82.
8	Frank B. Hovey,.....	".....	50	V " VI	39.	78.
9	Grace Hovey,.....	".....	48	V " VI	38.	79.
10	Lizzie Gillmor,.....	Advanced,.....	45	VII " VIII	34.43	76.3
11	Frank A. Good,.....	".....	47	VII " VIII	37.7	80.2
12	H. D. Creed,.....	Grammar,.....	34	IX, X & XI	29.14	85.70
13	R. R. Steeves,.....	".....	19	IX, X & XI	16.39	86.26
			650			

Respectfully submitted,

A. B. CONNELL, *Secretary.*

December 31st, 1891.

## VI. TOWN OF MILLTOWN.

### Board of School Trustees.

HUGH McADAM, *Chairman.*

W. W. GRAHAM,

JAMES PIPER,

HENRY McALLISTER,

ISRAEL ANDREWS,

LEWIS BAXTER, JR.,

FRANCIS SMITH.

To J. R. INCH, Esq.,

*Chief Superintendent of Education.*

The Board of School Trustees of Milltown report proceedings for school year ending December 31st, 1891, as follows:

The schools in operation have been seven in number, being the same as the year before. For the first term the teachers were the same. At the end of the first term Miss Gillmor and the two Misses Hanson, all of whom have taught most acceptably for several terms, left and their places were taken by Miss M. J. Kerr in the primary department, Miss E. Beatteay in the second primary, and Miss A. M. Black in the intermediate. Whether the former teachers will resume at the end of a year's absence, as proposed, is not certain. Their successors have worked faithfully and successfully and the Board would gladly retain them another term, but Miss Black and Miss Beatteay decline to re-engage.

The attendance has been reduced by prevailing sickness. The intermediate having been closed three weeks on that account. The pupils of the school have put a staff on their school house, from which floats, on fine days, a beautiful flag presented by Mr. T. W. Butler.

### Statement—First Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Average Present.	Per Cent. Average.	Standards Taught.
1	High, .....	W. T. Kerr, .	18	15	33	19.50	59.92	VII, VIII and IX.
2	Intermediate, .	A. Gillmor, . .	34	30	64	43.86	68.53	V and VI.
3	"	C. M. Caswell, .	27	32	59	42.34	71.69	IV.
4	"	M. G. Jones, .	29	24	53	40.59	76.58	III.
5	2nd Primary, .	L. D. Hanson, .	21	31	52	40.78	78.82	II.
6	Primary, .....	Amie Hanson, .	23	22	45	34.	76.	I.
7	"	T. S. Kirk, . .	14	16	30	21.90	73.	I, II and III.

## Second Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Average Present.	Per Cent. Average.	Standards Taught.
1	High, .....	W. T. Kerr, ..	17	16	33	26.41	80	VII, VIII, IX & X.
2	Intermediate, ..	A. M. Black, ..	30	37	67	52.49	78	V and VI.
3	"	C. M. Caswell, ..	26	39	65	45.	70	IV.
4	"	M. G. Jones, ..	23	30	53	42.40	80	III.
5	2nd Primary, ..	E. Beatteay, ..	21	22	43	34.36	80	II.
6	Primary, ....	M. J. Kerr, ..	..	..	..	..	..	I
7	"	T. S. Kirk, ...	20	17	37	31.78	86	I, II and III.

The Schools have cost :

For Teachers' salaries, .....	....	....	....	....	\$2,170 00
Fuel \$44, Insurance \$96, .....	....	....	....	....	140 00
Expense account, .....	....	....	....	....	423 67
					<u>\$2,733 67</u>
Paid Interest on Debenture, .....	....	....	....	\$ 40 00	
" Debenture, .....	....	....	....	333 33	373 33
					<u>\$3,107 00</u>
Town Assessment, .....	....	....	....	2,500 00	
County Drafts, .....	....	....	....	596 01	
					<u>\$3,096 01</u>

Respectfully Submitted,

E. H. BALKAM,  
*Secretary.*

H. McADAM,  
*Chairman.*

*Milltown, January 1st, 1892.*

## VII.—TOWN OF CAMPBELLTON.

### Board of School Trustees.

H. F. McLATCHY, LL. B., Chairman.

VICTOR A. J. VENNER, M. D.

DANIEL MURRAY, M. D.

JOHN MAIR.

PETER MCLEAN.

A. MCG. McDONALD.

ALPHONSE LACASSE.

J. R. INCH, Esq., LL.D.,

*Chief Superintendent of Education :*

SIR: I herewith submit the following report of the Board of School Trustees for the Town of Campbellton, for the year ending December 31st, 1891.

*Trustees.*—The vacancy on the Board, caused by the resignation of Mr. Richard O'Leary, was filled by the appointment of Mr. Alphonse Lacasse. William Andrew was re-appointed Secretary.

*Teachers.*—At the commencement of the year Miss Martha G. Barnes, one of our most successful and deservedly popular teachers, was granted a well-merited vacation of three months, which she spent in the educational metropolis of the United States. Miss Barnes is well known throughout the province as an instructor and disciplinarian of more than ordinary ability, and on her return to her sphere of labor, was welcomed alike by parents and pupils. During her absence Miss Susan Dewar took charge of the Primary department. At the close of the first term Miss Stella McNair, after one year's faithful service, severed her connection with the School Board, to enter a new sphere of usefulness in the more practical side of life. Miss Mary Kerr was employed to fill the position thus rendered vacant. About the end of September, Mr. C. P. Steeves, B. A., was compelled, owing to ill health, to resign his position as Principal and Teacher in the Superior School, and Mr. E. W. Lewis, B. A., was employed as his successor.

At the end of October, Miss Galt's resignation was accepted and Miss Mina Farrer engaged in her place. At the close of the year Miss Mary Crystal, teacher in the West-end school, tendered her resignation in due course, and Miss Mary J. Cook was employed to take charge of the school. The policy of the Board has always been in favor of engaging only teachers holding a first-class license; but owing to the number of changes in the teaching staff during the year, it was found impossible to carry out this principle in every case.

*Attendance.*—Notwithstanding the disadvantages and inconvenience necessarily arising from frequent changing of teachers, the average attendance has been slightly above that of the previous year.

**Statement. — First Term.**

No.	School.	Teachers.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, .....	C. P. Steeves, ....	11	30	41	VII, VIII and IX.
2	Advanced, .....	Stella McNair, ....	26	16	42	V and VI.
3	Intermediate, ..	Helen L. Galt, ....	26	17	43	IV and V.
4	" .....	Cassie Thompson, ..	41	20	61	III and IV.
5	Primary, .....	Mary Crystal, ....	23	22	45	I, II and III.
6	" .....	Martha G. Barnes, ..	40	26	66	I and II.

**Second Term.**

No.	School.	Teachers.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, .....	E. W. Lewis, ....	16	22	38	VII, VIII and IX.
2	Advanced, .....	Helen L. Galt, ....	30	15	45	V and VI.
3	Intermediate, ..	Mary Kerr, ....	25	22	47	IV and V.
4	" .....	Cassie Thompson, ..	37	19	54	III and IV.
5	Primary, .....	Mary Crystal, ....	20	21	41	I, II and III.
6	" .....	Martha G. Barnes, ..	39	24	63	I and II.

**Receipts and Expenditures of School Board for Year ending 31st December, 1891.**

Jan.	Balance in Secretary's hand, .....				\$97 64
Dec. 31.	Received from Town Treasurer, .....			\$1,925 00	
" "	" " County Fund, .....			458 00	
" "	Col. on Ass. 1889, .....			32 75	
" "	Tuition Fees, .....			17 50	
					2,433 25
					<u>\$2,530 89</u>
Dec. 31.		<b>EXPENDITURE.</b>			
" "	Teachers' Salaries, ..			\$1,600 00	
" "	Fuel, .....			175 00	
" "	Janitors, ..			160 00	
" "	Insurance, .....			20 00	
" "	Repairs, ..			135 00	
" "	Interest, ..			77 00	
" "	Secretary's Salary, .....			125 00	
" "	Contingencies, .....			66 83	
" "	Balance on hand, .....			172 06	
					<u>\$2,530 89</u>

Respectfully submitted,

Campbellton, Jan., 1892.

WM. ANDREW,  
Secretary.

## APPENDIX E.

---

*Reports of the Deaf and Dumb Institution at Fredericton, and of the  
Blind Asylum, Halifax, in Accordance with an Order of the  
Board of Education, Dated May 25th, 1885.*

---

Fredericton Institution for the Education of the Deaf and Dumb.

---

### MANAGING COMMITTEE:

SIR JOHN C. ALLAN, Chairman.

MR. E. C. FREEZE,

MR. G. T. WHELPLEY,

MR. H. C. CREED,

MR. J. G. McNALLY,

REV. J. McLEOD, D. D.

DR. CROCKETT,

MR. J. W. SPURDEN.

MR. HENRY CHESTNUT,

REV. CANON ROBERTS,

*Treasurer.*

*Secretary.*

### OFFICERS AND TEACHERS.

MR. A. F. WOODBRIDGE,

MRS. WOODBRIDGE,

*Principal.*

*Matron.*

### ASSISTANTS.

MR. G. ERNEST POWERS,

MR. ERNEST E. PRINCE,

MR. R. W. DEMMONS.

DR. BROWN.

DR. TORRENS,

*Surgeon.*

*Dentist.*

---

*To J. R. Inch, Esq., LL. D., Chief Superintendent of Education :*

SIR: In accordance with your request I have much pleasure in forwarding a copy of the Ninth Annual Report of the Fredericton Institution for the Education of the Deaf and Dumb. In taking a retrospect of the work of the year 1891, I feel assured that while we must record some shortcomings, the faithful, painstaking efforts of the officers to advance the objects and interests of the Institution have not been in vain, but have had an influence for good, apparent in the pupils' present attainments, and which will be felt generally in the prosperity of the Institution during the coming year.

It is a pleasure to call your attention to the satisfactory condition of the Institution to-day, and to the successful manner in which it has performed its work during



the past year. More might possibly have been accomplished, yet earnest efforts were made to attain the best results which have been attended with a reasonable degree of success. The Institution is fulfilling the purpose for which it was established, as far as its means will allow, in preparing and educating these children to take up their positions in life as useful and self-supporting citizens.

We have now accommodation for double our present number of pupils, and should a generous and liberal support be extended to this work its walls may be filled to their utmost capacity, and it will rank as one of the leading philanthropic institutions of our Province.

## ATTENDANCE.

The following has been the attendance:—

No.	NAME.	AGE	ADDRESS.
<i>Boys :</i>			
1	James F. Reilly,.....	13	St. Stephen, Charlotte Co.
2	Alfred Rowe Shaw,.....	14	Middle Simonds, Carleton Co.
3	Robert Haines,.....	18	Keswick, York Co.
4	Frank Louis Coates,.....	13	St. John, St. John Co.
5	Merryman Bleakney,.....	11	Kent Junction, Kent Co.
6	Melbourne D'Orsay,.....	17	Memramcook, Westmorland Co.
7	Humphrey Lutes,.....	16	Moncton, Westmorland Co.
8	Willie Bleakney,.....	9	Kent Junction, Kent Co.
9	Douglas E. Trenholm,.....	13	Port Elgin, Westmorland Co.
10	Stafford Martin,.....	14	Chatham, Northumberland Co.
11	Howard Breen,.....	9	Kingston, Kings Co.
12	Monty Trenholm,.....	10	Port Elgin, Westmorland Co.
13	Fred J. T. Boal,.....	19	Sussex, Kings Co.
14	John Long,.....	19	Hartland, Carleton Co.
<i>Girls :</i>			
1	Ellinor Logan,.....	15	St. John, St. John Co.
2	Elesbeth Maud McLaughlin,.....	14	St. Stephen, Charlotte Co.
3	Lillie Whelpley,.....	18	St. John, St. John Co.
4	Mary Hailey,.....	12	Bocabec, Charlotte Co.
5	Laura B. Bleakney,.....	12	Kent Junction, Kent Co.
6	Susan Ann Jones,.....	14	Indiantown, St. John Co.
7	Della Maud Green,.....	10	St. John, St. John Co.
8	Margaret L. Trenholm,.....	17	Port Elgin, Westmorland Co.
9	Irene Mary Trenholm,.....	11	Port Elgin, Westmorland Co.
10	Hattie May Northrup,.....	9	Apoahqui, Kings' Co.
11	Annie Marsh,.....	17	Bass River, Kent Co.
12	Minnie Marsh,.....	8	Bass River, Kent Co.
13	Edith Estella Dow,.....	8	Canterbury, York Co.
14	Cynthia A. Berry,.....	13	Turtle Creek, Albert Co.
15	Carrie Whelan,.....	13	Molies River, Kent Co.

Two boys, Robert Haines, of Keswick and Alfred Rowe Shaw, of Middle Simonds, have been removed, both of whom are assisting their parents on their farms at home. Fredk. J. T. Boal, of Sussex, has been re-admitted and two new boys, Monty Trenholm, of Port Elgin, and John Long, of Hartland, have been admitted. Four new girls, Annie Marsh and Minnie Marsh, of Bass River, Edith Estella Dow, of Canterbury and Carrie Whelan, of Molies River, have also been admitted. The number of pupils in the house at the present time is therefore twenty-seven, being an increase of six over that of last year. Several other applicants are also seeking admission.

#### HEALTH.

The removal to our new building with its large lofty rooms has not only added considerably to the comfort of our inmates but has had a beneficial effect on the health of all. We have had no sickness among the pupils during the year and the hospital wing still remains untenanted. The benefit of the change of quarters is also manifested in the work of the schoolroom, greater order being kept and the increased facilities it offers for thorough work being fully appreciated by the teachers.

#### CHANGES.

Mr. W. O. Barnaby having resigned his position to take similar employment in the Institution at Beverley, Massachusetts, Mr. R. Willard Demmons, of Chipman, Queens County, bearing excellent testimonials from Principal Mullin and Prof. Creed of the Normal School, was appointed to take his place as agent and collector. Mr. Demmons entered on his duties in May last and is performing the work allotted to him in a satisfactory manner. Mr. Geo. E. Powers was called away to England in August last to attend the serious illness of his father which terminated in his death. Mr. Powers returned in October to resume his duties here. By his energetic efforts our subscription list has been largely increased; information respecting the Institution and its objects spread broadcast through the Province, and new pupils brought in whose parents would otherwise have remained in ignorance of its existence.

#### VISIT OF THE LEGISLATURE.

On March 25th, we were honored by a special visit from the Hon. Attorney General and twenty-six members of the Legislature representing thirteen counties of the Province who were desirous of seeing over the new building. The visitors were met by the Principal and shown into the schoolroom where the children were put through a number of exercises. They were afterwards escorted over the building. Dr. Brown being familiar with its topography kindly assisting in this duty.

It was exceedingly gratifying to all connected with the Institution that its appearance and general arrangements met with so spontaneous an approval from the large and distinguished party who visited us on that occasion.

#### IMPROVEMENTS.

Many of the improvements suggested in our last report have been carried out. Double sashes have been placed on the eighteen basement windows and also on the bath booms, gentlemen teachers' and boys' sitting rooms, these rooms being on the north

side of the house, requiring extra protection. A new bridge was erected across the brook on the road leading into the avenue, and two seats placed there for the convenience of visitors. A new pine picket fence was built round the plot of ground intended for a kitchen garden. The land was ploughed, graded and manured and will be ready in the spring to transfer the large number of small fruit bushes and strawberry plants which still remain at the farm. The line fence on the north side, and extending from the gate house to the well, was repaired and put in good condition. New rails being used for most of it. The Hon. Senator Wark undertook one half, and we completed the other. A new substantial cross fence was also erected, running from the line fence at the well right across to the cemetery line. The fence in front of the building between the two entrances, was also repaired. A nice substantial fence should, however, be erected as soon as funds allow. New gates are also needed at both entrances. The gate house was badly out of repair. The roof leaked considerably and I had it re-shingled. The joists and posts of the kitchen were found to be rotten, fresh joists were put in, and a new floor laid and the south wall was taken out and a new one built. The rooms on the first floor were replastered and the sitting room and small bedroom repapered. The stone wall in front of the house was rebuilt and a new verandah erected the whole length of the main building. It is now comfortable and occupied by a good, quiet tenant. A new fowl house, 28x13 was erected as the back of the barn. A new woodshed 27½x17½ was also erected to the south of the barn, with an upper floor to store farm implements, tools, lumber, etc. The orchard cottage on the crest of the hill was found to be in a very bad state. The roof leaked. The joists, sills, plates and corner posts were found to be rotten and it became dangerous to live in. Attempts were made to repair it but it was impossible to make a good job of it. The old building which had been in existence some eighty years, was taken down and a new and substantial one erected on an improved plan. The frame work is good. The roof and sides have been shingled and the cottage is now finished and very comfortable.

Our account for lumber and workmen's wages for these various improvements will be much heavier than usual, and will be entered on the balance sheet as separate items. A root cellar, and over this a workshop, should be erected next year. We have had to use the one at the farm this fall and bring down our supplies of potatoes, etc., as we needed them. A new bridge is needed to span the brook on the south side of the house, the present one being in a shaky and unsafe condition. I had hundreds of small bushes, which disfigured the grounds in front of the building, pulled up and burnt. The rocks, stones and roots remaining should be cleared away. The rocks and clay which were thrown in heaps in making the sewer down to the brook, are very unsightly and should be hauled away, the ground levelled, and seed sown to renew the grass where needed. Walks should be made, seats erected, and ornamental trees planted, where they would add to the beauty of the grounds. Much might be done in this direction to aid nature and give pleasure to every one visiting the institution. The terrace should be enlarged and the ground graded on the north side of the house. The immense bank of clay at the back of the building could be utilized for this purpose, and this, while enlarging the yard, would enable us to drain the surface water away, which, at certain seasons, rushes down and settles within a few feet of the back steps leading into the basement.

Some grading is also needed at the back of the barn to give us an entrance on the west side, so that a load of hay may be driven in at one door, unloaded, and then out at the other. A signboard, announcing the times when the Institution is open for visitors, should be put up at one or both entrances. The avenue leading from the Gate House to the building needs a good deal of attention. Several of the tall spruce trees lining the lower side of the road became rotten and were blown down. These dead trees and limbs should be removed, the others carefully trimmed, seats placed here and there, and the appearance of the avenue improved as far as possible. It is always cool, and affords a grateful shade even in the hottest weather, and is one of the most attractive spots in the institution grounds. The old apple trees in the orchard which have ceased bearing should be cut down, the stone wall at the bottom repaired, and a new gate erected at the entrance to the path. This path through the orchard is more direct and is useful when pressed for time.

A few acres of land should be cleared and prepared for cultivation as soon as possible that we may grow what potatoes and other roots we need nearer home. A nice level plot of ground of about an acre and a half in extent was allotted to the boys for their playground and a circular swing, see-saw, etc., erected there for them. It will be necessary to clear and grade a plot of ground on the south side of the house for the girls. That portion of ground intended for a flower-garden might be levelled in the centre and laid with turf for croquet, etc., an ornamental fence erected round it and the flower-beds arranged along the inside of the fence. These suggestions when carried out will, I have no doubt, add considerably to the appearance and utility of the place. Every year will bring forward its own work and suggestions for still further improvements. This is one of the most beautiful places in the whole province and where nature has done so much to make it attractive money would be wisely spent in banishing disfigurements and everything that offends an artists' eye and adding where we can to the subtle and refining touch of nature's handy work.

#### ACKNOWLEDGEMENTS.

Our sincere acknowledgements are hereby tendered to our local Legislature for the support extended to this Institution for the past ten years.

We have now a handsome building well arranged, equipped and adapted to the work for which it was inaugurated. Unfortunately a debt of \$4,000 still remains unpaid, the interest on which forms quite an item and has to be provided for half yearly. It is hoped that at the forthcoming session of the House a grant will be made to clear off this indebtedness and free us from an incubus which tells rather heavily on our balance sheet. The Institution is becoming more widely known and year after year an increase of pupils may be expected. As most of these belong to poor families they cannot be asked to pay even a fourth or fifth of the actual cost for maintenance. We trust that sufficient funds will be forthcoming to enable us to take in all who may apply for admission. If the Institution were assured of a per capita grant, systematic efforts could be instituted to seek out all the deaf mute children of the Province who are of a suitable age and extend the advantages of the Institution to the full extent of its accommodation. Our acknowledgements are due to the numerous friends of the Institution in Prince Edward Island, Quebec, Maine and our own Province for the

pleasant reception given our collectors on their annual calls. Their kind expressions of approval regarding the Institution and its work are very gratifying and being an independent expression of opinion are valued accordingly.

Our best thanks are again due to Dr. Brown, for his kind and gratuitous services. No sickness has occurred amongst the pupils during the year, but some of the officers have needed his services on several occasions. We have been extremely fortunate in this respect, only one death having occurred among the pupils since the opening of the Institution in 1882. The priceless boon of health is a blessing from on high, and it becomes us to acknowledge the mercy with grateful hearts. Our thanks are also due to Mr. George H. Davis, for supplies of free medicines, to Dr. Torrens for gratuitous professional services, and to Mr. Jas. T. Hurley for repairing the children's boots free of charge. Numerous illustrated and other papers, Fredericton Farmer, Reporter, magazines and pamphlets for children, the Kansas Star, Deaf Mute Voice, Annual Reports of other institutions in the old country, United States and Canada, pamphlets relating to deaf mute instruction from Prof. Alex. Graham Bell, proceedings of the twelfth annual convention of principals, etc., have been received and gladly welcomed.

The Christmas holidays were spent at the Institution in a very pleasant manner. I do not think the pupils ever had a happier Christmas. The large dining room in the basement was nicely decorated with evergreens and mottoes, and when the Christmas tree was revealed at one end, loaded with such fruit as children delight in, it looked exceedingly attractive. The children's enjoyment culminated when they became the happy possessors of its glittering treasures.

In this connection we have to acknowledge with thanks, the substantial present sent by Mr. E. H. Wilmot, Fredericton; toys and groceries sent by Messrs. W. H. Thorne, C. M. Bostwick, Wm. Kennedy, Wm. J. Bruckhoff, and T. L. Gorbell; Christmas cards from M. L. Harrison and mince meat from J. Hopkins, of St. John; also 26 bottles perfume from Geo. H. Davis, Fredericton.

Messrs. J. Edgecombe & Sons kindly lent one of their large express wagons to take the pupils who remained at the Institution during the summer holidays for a fishing trip to Fredericton Junction. We camped out on the banks of the Oromocto for a fortnight. The weather being fine and the fish plentiful every member of the party enjoyed it thoroughly.

One New Year's morning we were also the recipients of numerous parcels of grapes, oranges, apples, and confectionery from Mr. G. T. Welpley, who with his daughter, Miss May Welpley, visited the Institution to wish the children a Happy New Year. It is needless to add that the wish was heartily reciprocated by all. The pupils look forward to this visit with pleasure and have never yet been disappointed.

One of our old pupils, Ernest Hagerman, of Woodstock, and some young people from St. John and Sussex spent the Holidays with us and added considerably to the children's enjoyment.

In conclusion, the history of this Institution so far has been one of constantly increasing usefulness and prosperity. Beginning in a small way, amid considerable difficulties, it has advanced step by step gradually but persistently, growing year by year in favor with one and all, till its circle of friends and well-wishers to-day may be numbered

---

by thousands. We cannot rest satisfied, however, with the achievements of the past or the prosperity of the present; we would stretch forward to greater conditions of usefulness. While there exists deaf mute children in the Province uneducated, uncared for, and grovelling in ignorance, it is our earnest desire to bring them within the sheltering wall of the Institution, and unless we strain every nerve to reach these children the feeling remains that our duty is but partially accomplished. With the material support and sympathy of our Legislature and our ever increasing circle of friends, and strengthened by the knowledge that we have made some headway since the inception of the work we can look forward to the future with confidence, believing that our aims have the sanction and blessing of Him who made both the deaf to hear and the dumb to speak.

A. F. WOODBRIDGE,  
*Superintendent.*

---

**Halifax School for the Blind.**

J. R. INCH, Esq., LL. D.,

*Chief Superintendent of Education for Province of New Brunswick :*

SIR : The School for the Blind at Halifax, N. S., has closed a year of prosperous work. The new building or wing to the main building of the School, which was erected and furnished at a cost of \$16,000, has been completed and occupied. It contains sleeping accommodation for 34 pupils and 2 teachers, 6 music-rooms, matrons' and boys' sitting-rooms, dining-room, kitchen, store-rooms, etc., and fine Assembly Hall. The main building is occupied by the girls and contains dormitories for pupils; sleeping-rooms for teachers, matron and domestic staff, school-rooms, office, laundry, etc.

Of the 40 pupils now in attendance, 13 are from the Province of New Brunswick, 20 from Nova Scotia, 1 from P. E. Island and 6 from Newfoundland.

The main object of the school is to train young blind persons so as to fit them to support themselves. The majority of the graduates have settled in various parts of the Maritime Provinces as teachers of piano forte, organ and vocal music, piano tuners and willow workers; but among the graduates many are succeeding as manufacturers, commercial agents, shopkeepers, etc. The teachers of the Public Schools in the Province of New Brunswick could render valuable aid in furthering the education of the blind if they would ascertain from the pupils in their respective schools whether there were any blind boys or girls in their own or their neighbor's families, and in the event of any such being found to send to Mr. C. F. Fraser, Superintendent of the School for the Blind, Halifax, N. S., the name and age of the child, with post office address of the parents.

Respectfully yours,

C. F. FRASER,

*Supt. of School for the Blind, Halifax, N. S.*

The amount of New Brunswick Provincial Grant to this Institution for 1891 was \$1,350.

J. R. I.

---

# PAPERS READ AT COUNTY INSTITUTES.

---

## YORK COUNTY TEACHERS' INSTITUTE.

---

PAPER READ BY JAMES M. PALMER, M. A., FREDERICTON.

---

### MODERN EDUCATIONAL ERRORS.

Upon all public occasions when education is being considered, it is so customary for the speakers to indulge in fulsome praises of the teachers, the school system and its efficiency, that, I fear, in referring to any weakness, or in making any criticism of the work done by our schools, many teachers will resent the sacrilege I shall have committed, and be amazed to find that one of their number entertains the idea that we have not yet reached the highest ideal of schools: that the training imparted to our pupils is not the *ne plus ultra* of human excellence; that the methods we adopt are not the *sine qua non* of superior mental development.

In making such references as my subject demands, I may say that I do not assume to dictate, but simply to express my opinion, knowing well that some will differ from me in many of the views I put forth — teachers whose opinions are as worthy of consideration as my own. But the tendencies of the times, the views of those who ought to be leaders in educational thought, and by some are so regarded, should not prevent us from giving the results of our observations and experience. This I now propose to do; and if what I say causes a discussion by which the thoughts of the teachers are directed to the subjects brought to their notice, I will be very glad, even should the weight of opinion be against me. For there is no danger greater than that of self-satisfaction, or the assurance of excellence, whether in the individual, the school, the community or the state; and it behooves us at times to consider whether there is not something higher and better worth striving for. And yet, what teacher has of late years listened to educational addresses which have dealt with our school system and its products, without being nauseated with excessive flattery and laudations of our schools and teachers. This, then, is the first danger I would speak of — that of taking for granted we are doing superior work and shutting our eyes to all criticisms.

Let us this afternoon break loose from this tacit acquiescence in our own excellence, and examine the school tendencies of the day; and in order to correctly estimate their value, let us keep clearly in view the purpose of the school — mental development, — education, not knowledge — not the production of certain special fruit, nor yet a little of all kinds of fruit, but rather the fertilizing and cultivation of the mental soil,



that it may be able to produce an abundant harvest of whatever kind of crop the possessor may in after years desire. I have little sympathy with the cry that because this is a practical age the school training should be in line with every special occupation of life, without regard to the educative value of the studies pursued. The most practical education is that which develops the boy's power, which acquaints him with, and shows him how to use the tools nature gave him, so that he can take up and pursue with pleasure and success, the work of any profession or calling in life. First then, I would observe that the tendency of the day is to distraction of thought rather than to concentrated application. There is no doubt in my own mind that the multiplicity of studies laid down in the curriculum largely tends to superficiality. Given a certain limited time, the more the course is widened, especially by the introduction of studies whose value is not in their educative power but in what is counted their usefulness, the more does such breadth sacrifice depth and induce shallowness. General intelligence for the most part means superficiality, and the man who aims at giving his pupils a general idea of everything, gives them a complete, accurate and valuable idea of nothing; develops not thinking men and women, but shallow inanities, who from knowing nothing thoroughly, do not even recognize their own ignorance, presume when they ought to keep silent, rush in where angels would fear to tread. It is a mistake to assume that education ends with the school or even the college, and that therefore this is the place to gain an insight into everything. The school engages but a small portion of one's entire life, and we should therefore strive to graduate pupils who, when thrown on their own resources are able, without assistance, to continue in the acquisition of knowledge. The power of thinking for one's self, of applying closely, of concentrating the entire force of one's intellectual powers upon any subject requiring deep attention, can never be given by devoting ten, fifteen or twenty minutes to one subject and then withdrawing the attention of the pupils to another. I therefore think we should be careful to teach certain branches prescribed in the curriculum thoroughly and exhaustively, and if time presses upon us, rather than have all subjects imperfectly known, let those of educative value be perfectly known, even if the pupils remain wholly ignorant of others; and if it is necessary to sacrifice any subjects, let it be those usually denominated "useful knowledge," but which, in nine, cases out of ten, are the most useless, because merely an accumulation of isolated facts — a mass which is not food because it is unassimilated. Payne says "the general tendency to dissipate the attention on all sorts of books, on all sorts of subjects, which just flash before the mind, excite it for a moment, leave a vague impression and are gone, is stamping a character upon the age which will render nugatory the well meant efforts of the enlightenment of the popular mind and the extension of useful knowledge. All the great literary and scientific men of all the ages, whose opinion we value, whose judgments are received as the dictates of wisdom and authority, have acted on the conviction that the powers of the mind are strengthened by concentration and weakened by dissipation."

Since to make thinkers of our pupils is certainly a most important purpose of the school, let us inquire whether this inability to concentrate thought cannot be traced to other causes than that already mentioned. I think we shall find one in another tendency of the times, namely *oral* teaching. I use the word *oral* in the sense in which that term is used in the curriculum. Of course, in the lower grades such a method of teaching

must be in vogue. But there is inclination on the part of many teachers to carry this method up through all the various grades and in almost every subject of the grade, and this cannot be too strongly condemned. I am convinced that the teaching of any subject by word of mouth of the teacher, let him use whatever objects, experiments or illustrations he likes, is of little educational value unless a text-book on that subject is placed in the pupil's hands, and he has by his own mental exertions to learn its contents.

I may teach History orally, and if I go over the ground often enough, a boy may pass as good an examination as if he used a text-book, but the educational training is of little value, the mind has not been strengthened by the process, and if the examination is applied so as to test his powers of reflection he is found wanting. And why? Because he attained his knowledge of the subject, not by his thinking, but by the teacher thinking for him. If certain ideas are conveyed to the class to-day, they think it quite the proper thing to be told again to-morrow: nothing depends upon their not knowing them; they are aware of this, and while their attention is sufficiently applied to grasp the thought brought out by the teacher, it is not that whole-souled and continued attention with which they must consider the matter if they would know it the next day. I believe in illustrations, in explanations of difficulties that cannot be mastered alone, but I do not believe in explaining and illustrating and telling again and again what the child would exert himself to remember if he were not sure the teacher would review it with him as often as he chooses to say, "I don't know sir." The more the teacher does for a pupil the more he will have to do, because of inability of the pupil to do for himself. The results of oral teaching are dependent entirely upon the inclination and will of the pupil; and they are never so satisfactory as the teacher has a right to expect, because by the method itself he is precluded from enforcing any command.

Again, let us review what takes place when, say, an object lesson is being given. Now, I have not seen many such lessons taught and perhaps my conclusions would be somewhat modified were my observations not confined to a few. But this is what I have seen. The object is placed before the class and the children are questioned in accordance with the well-understood maxim of teaching that the teacher is to give no information which they could by observation, etc., find out for themselves. Who are the ones to give replies? The quickest pupils. Hands are raised for answers. One is called on. He answers, and one-third, at times one-half the class who did not find out for themselves, take that boy's answer, repeat it with the others, and it is recognized as quite proper. It will never do for the *teacher* to tell, but for the *pupils who know* to tell those who do not know it, is quite right. And yet what teacher does not know that lazy and thoughtless boys will wait for others to think out the answer, not because they could not themselves obtain it, but out of pure laziness to reflect. Are the pupils whose hands are down caused to answer by being further questioned and led to see for themselves the desired conclusion? And then when the fact has been obtained and the class repeats it to impress it, do not these same pupils, taking the cue from the others, repeat it mechanically without any mental reflection? Does not oral teaching as practised in our schools, and by pressure of time perhaps necessarily so practised, teach the best to the neglect of the very ones who most need the training? One can only teach a class through the weak pupils of that class, but if I am right in my judgment a large proportion of the class are *told*, not taught. They remain after such teaching, as

thoughtless and with as little power as before ; all they have done is mechanical. It is necessary for the teacher to turn his attention to those who profess not to know, and who do not know, and by questioning them exclusively and leading their thoughts to a consideration of the matter in hand, cause them also to discover what the others were more ready to see. I know it is a sore temptation to the earnest teacher anxious to cover the work of the year which he sees looming like mountains before him, to be satisfied when some of the class understand the work ; but the slower pupils must not be neglected, and I believe it is because in oral teaching they are neglected, that while we have some pupils mentally strong we have so large a number who at the age of thirteen or fourteen have the minds of babes.

Then, too, oral teaching does not call forth the *will* power. It is quite the thing now-a-days to find pupils who have so little will power that "unless there is a picture or funny story to keep their attention, they subside into a brown study and thoughts of base-ball and marbles wander through their brains." And the poor teacher blames himself for not presenting the subject in an interesting way and ransacks his brain to hit upon some new pop-gun, machine or contrivance to secure the lad's attention. There is so much of this, the children are so used to it, they look for it. And are not teachers encouraged and taught to introduce anything and everything to secure involuntary attention to the entire neglect of the voluntary application of the children's thoughts ! The boy should have developed within him a *will* that will stand alone, and "leaning on the teacher and other mental crutches will never give him this power. The person who cannot make himself do what is right, because it is right, even though it may take the form of that which is disagreeable to him, or who cannot refrain from that which is wrong though that may appear in the most agreeable guise, is a dangerous member of society, and a dismal failure in the development of character. It is true of the will as it is of every power, that it grows only by its own work, and not by the work that is done for it." Give then the children to understand that they are to pay attention by force of their own *will* ; scatter to the winds all contrivances to awaken curiosity, as the curiosity and interest are in the contrivance itself, not in what you are trying to teach. "We must measure our success in this as in everything else by the results. When we graduate pupils, a large percentage of whom can study by themselves intelligently and advantageously, and who have acquired the power of governing their conduct according to the laws of morality and civilized society, then and then only can we say that their wills have been successfully cultivated."

Another tendency of the day is to do away with home lessons, and to assume that the child is taxed too much if given work to do outside of school. If this means that an hour or so is to be set apart in school for study, my greatest objection to such a tendency will, in a measure, be removed, but if it means, as it generally does mean, no learning of tasks at all by the child, it cannot be too strongly condemned. It is one of the gravest of errors that we do too much for our pupils, that they look to us for help too much, so that when brought face to face with a difficulty, instead of bending their energies to its mastery, they wait for the teacher to explain. If all the studying and work of the children are done under the teacher's eye and direction, they will never be able to work alone, never be able to read intelligently a book placed in their hands. It is most astonishing how incapable very many of our pupils are of reproducing in

their own words the thought of a paragraph they have just read. And this weakness is not in the power of expression, but in not grasping the meaning of the passage read. If they never study by themselves, if the teacher always goes over the work with them explaining passages they could, upon reflection, themselves know, levelling all hills of difficulty, I can see why they should have no power. It has never been called forth, never been exercised, and as long as the thinking is done by the teacher for the pupils, and all the pupils do is to memorize facts and truths, thought out, not by themselves but by another, they will never be able to think. I believe we cannot emphasize too much the necessity of children working to be able to work, of their recognition of the fact that difficulties are to be mastered by them and not for them. It is only in this way they will obtain power. And since it is the gratification afforded by the exercise of power that gives interest, if pressure is brought to bear to secure the exercise of the will to the mastery of the difficulties of a subject at first void of interest that effort will develop power, and that power will awaken an interest which could never have been secured if the power had not been first developed by means of that pressure. The pupil then, I say, must be thrown on his own resources, and be given to understand that he must know certain things from his own efforts, and he must study text-books either at home or in school if his mind is to be developed. But I very much question the advisability of making the school the sole place of study.

I fancy some one may say that my remarks in this paper are based on the supposition that children will not work unless there is some force outside themselves driving them on, and I admit that this is so, but I claim that this hypothesis is correct in reference to those for whom I am to-day pleading. Fine theories about putting people in love with their work, of inducing them to study from pure love of knowledge, sound well; but the man who says that without the external influence, without pressure being brought to bear by the teacher, all pupils will bend themselves to the work of the school, never taught a successful school. It is a mistake to instil into the minds of young teachers, the idea that they should never speak a sharp word to their pupils, must never do other than appeal to their better nature whether that appeal is effective or not, and must win their obedience, if at all, by first winning their love. Such a method is the most pleasant to adopt, but young teachers ought to know at the start that all boys and girls are not angels, and be prepared to act in accordance with that knowledge. Now do not misunderstand me. I believe that the best motive for study is for its own sake, and that every teacher should aim at cultivating a love for the work, but I still maintain that there are always in a school some pupils who will not work from any such cause, and who, if there be no other cause, will never work at all, and these are the very ones who most need the help of the school. Your most industrious, studious and thoughtful boys would acquire an education if they never saw a schoolhouse, the others never would. And I believe we are all too apt to look at the marked success that our best pupils achieve, and congratulate ourselves upon what the school has done for them, regardless of what has been done for the weaker ones—those whose future success or failure is far more dependent on the school. Let us rather congratulate ourselves when we have taken a boy with no habits or power of thinking, no habits or power of study, no interest in his work, and, even if it be by pressure at first, have cultivated within him a will and a power to do and think for himself.

Another evil tendency of the times is to teach Literature to the neglect of formal Grammar. By far the greater part of our knowledge comes from books, and can only be attained accurately and readily by an intimate acquaintance with the structure of our language, and the connection and dependence of words; and yet how few of our pupils know the subject which gives them this acquaintance. As this Institute has already discussed this question, I shall not dwell upon it here; but in maintaining what I consider wrong educational ideas, I cannot omit that of regarding Grammar unworthy an important place in our curriculum. It especially behooves us to give more time and attention to this subject for while poor results are now, I have no doubt, due to a small allotment of time, rather than to poor methods or ignorance on the part of the teacher, unless an improvement is made and made at once, it will be impossible ere long to secure good results because of those who are to teach it not knowing the subject themselves. The fact that of the class to whom was given the sentence "We two will wed to-morrow morn" at the examination for license in June last, the majority regarded "morn" as the object of the verb "will wed" and so parsed it, is ample proof that it is no false alarm I have sounded, not only in reference to this subject but as well to the power of thought shown by many of the graduates of our schools to-day.

---

#### WESTMORLAND COUNTY TEACHERS' INSTITUTE.

---

PAPER READ BY MISS ANNIE SPRAGUE, POINT DE BUTE.

---

#### *GRAMMAR TO INTERMEDIATE CLASSES.*

Under the common name of language in our school course are three subjects which so dovetail into one another, especially in the first school years, that it is almost impossible to speak of them separately. I refer to Reading, Composition, and Grammar. If we try to give definitions of them we at once see their close relationship. Reading is the getting of thought from a written page. Composition is the giving of thought through a written page. Of these two we cannot have one without the other. Grammar to me seems to be an outcome of the others. Or, to give you the idea in a concise form, let me put it in the words of an American schoolman: "Language is the vehicle of thought; Grammar is a knowledge of the vehicle itself." Then Reading and Composition are put first, and I would ever keep them so in any school class. They are the first subjects begun in our school course, Grammar not being taken up until the third or fourth year of school work.

Some educational writers go so far as to say that the formal study of Grammar should not be a part of a common school course, that the only necessary instruction for the using a pure tongue is the hearing and reading of a pure tongue. To me, that is going to one extreme. I take it that anything that helps us to see of what the pure consists, what is necessary to it, helps us to use the pure. Here is where the formal study of Grammar has its place. Some object to it on the ground that a child in the third year of school

work is not ready for an altogether abstract subject. If children do not appear interested in it, it must be a sign that they are not ready for its presentation or that it is not presented in the proper way. On account of its being an abstract subject it needs the most careful preparation for its presentation; and if teachers would consider it, they would concede that this want of thorough preparation on their part is what generally causes the failure. Of course in every class there are pupils not up to the average, but a teacher should not judge of the readiness of a class for a new subject by those — they will be lagging after the others, no matter what the subject.

Saying that grammar is an abstract subject is not saying that it cannot be presented concretely,—just the reverse—it needs a firm foundation on concrete examples, and on this depends the perfect knowledge of the principles of grammar. “Intellectual progress is of necessity from the concrete to the abstract,” and success is to be achieved only by making our plans follow this natural order of development; and we teachers know enough of child-mind to affirm that in no other way can we attempt to convey knowledge. Then, never give rules and apply examples. The child should be introduced to the principles by means of examples, and so led from the particular to the general, from the concrete to the abstract. If put before him in right order and right form, any ordinary pupil can provide his own rules. Rules, to be of permanent use, must be *earned*. This will bear repetition: make him provide his own rules; climb his own steps. The facts thus gained are more thoroughly the child's than if arrived at in any other way. The necessary concentration of thought and the pleasure derived from the mastery, combine to make the impression a lasting one, more so than it could possibly be by any mere telling of the teacher or reading from a text-book. And further, the knowledge gained in this way makes the pupil confident of his ability to master higher steps. It gives him courage in attacking difficulties, self-reliance in his feeling of power to overcome, and perseverance to attain the end.

Besides the using of this method in accordance with natural development there is another thing to be considered. There is always a method productive of interest, and this is the right one. Always use one that makes the acquirement of knowledge interesting and so, pleasing to the child. When this is not adhered to, the lesson will be received with apathy, perhaps with disgust, and the impression will be correspondingly weak. The feeling between teacher and pupil depends to a great extent on the fact of the teacher's forming thoughts of pleasure in connection with the lesson. If the lesson hours come to be regarded as times of worry on both sides, the feeling of pleasure is lost. There is nothing that gives rise more quickly to this feeling of worry, than the teacher's attempt to do too much in a lesson. He will find that the crowding will make him drop his method of working from the concrete to the abstract; of making the lesson one of self-evolution for the pupil.

For some reason many pupils have an idea that grammar is not an interesting study. Never tell a class that it is to begin the study of Grammar on a certain day. The teacher begins the difficulty right there. Let it begin incidentally as a part of a Reading or Composition lesson, and for some time let the two be given as one. It can be done in such a way that the class will not notice that it is not a direct part of their Composition lesson. Suppose the class to have just written a slate-story of some familiar object. While a pupil is reading the same to the class, stop him quickly after

using the name of the object, ask him what it is, and draw from him his ideas of the object. Ask other pupils for their ideas — for no two have just the same conception of an object. If on the slate no other objects are mentioned as means of comparison, suggest them yourself and talk of them. Let the pupils make a list of these as they go along. They quickly get the idea of naming words. If they have their readers at hand let them turn to some suitable lesson, and ask for the naming-words there. After sufficient drill accidentally use the word “noun,” and before you are through the child should be able to give his own definition of a noun.

The other parts of speech can be treated in a similar manner. It is hardly necessary for me to give a detailed account of a series of lessons. It would be only a needless repetition of what you have as one result of your Normal School course. Do not understand me to say that you are to follow that course — far from it. In fact I have not yet followed the plan given to us for introducing nouns. Col. Parker tells us that “teachers are both artisans and artists. Those who teach according to books and forms for examinations are artisans; they work after patterns, and run in ruts. Those who think, who study the mind, the mental growth of children, and learn how to help that growth, who make new discoveries in mental methods, and make new combinations and applications, are artists. Every teacher should be, and every one can be, an artist to a greater extent by making the effort.” Let us make the effort.

We have given to us as the oral work of a term the division of simple sentences into subject and predicate, the classification of words into the eight parts of speech. In getting at the idea of these different parts of speech we speak of their relation to one another. Let that be kept up. Always have the noun mentioned that an adjective qualifies — the words named that a preposition joins. If the work be taken from the reading lesson a careful selection is necessary that too hard combinations are not used. Without taking the Grammar as a text-book, after a few lessons the pupils enjoy making use of the easy exercises, but do not neglect the others for them. The slate-work, especially in a miscellaneous school, plays a large part. Perhaps you will think it a needless caution on my part to say that careful attention should be given to it both by teacher and pupil. Accept no untidy or half-done exercises.

In the second year's work we go to the text-book; but as the child has by that time an acquaintance with the elementary terms contained in the first of the book, it is more hurtful than otherwise for him to open it at the first and learn that “a sentence is a complete thought expressed in words.” Begin where it will be new work for the pupil. But even now never let new lessons be taken from the text-book. They should be given orally, at least until complex and compound sentences are reached. The text-book never explains new work as clearly as the teacher. With the printed exercises combine outside material. I imagine every teacher to be a student outside of school. He comes across many beautiful passages in his books, magazines and papers. Take them into the schoolroom — give them for class work. Of course, make a choice as to which class is able to deal with them grammatically. Give at the same time the author's name, and any interesting facts connected with author and extract. The pupils grow to like this part of their work best. You will find them looking forward to it, keeping copies of the passages and very often you will hear them quoted. That is “laying up in their minds a store of goodly thoughts in well-wrought words, which

shall be a living treasure of knowledge always with them." And this end of the Grammar lessons is the one at which we are striving — to be, along with Reading and Composition, a means of helping a pupil to a love of correct expression in himself and appreciation of it in others, to a preference for the writings of the best authors. Not until this is reached have our Grammar lessons attained their end.

---

## GLOUCESTER COUNTY TEACHERS' INSTITUTE.

---

PAPER READ BY B. D. BRANSCOMBE, PRINCIPAL SUPERIOR SCHOOL, TRACADIE.

---

### MEMORY.

When God created man He endowed him with many faculties, but perhaps few of these are of greater use than that of memory. So much has been said and written about this faculty that it may seem absurd for me to-day to say anything more; but my object is not to present anything new, nor shall I attempt to do so, but shall simply endeavor to call up before your minds a few things which you all know, and to offer a few suggestions for your consideration.

From before the time of Aristotle to the present hour, memory has been the theme of philosophers, moralists and poets, each of whom has treated it in his own peculiar way. We all know what memory is, and no one will question its value. In terse language it may be defined as "the mental capacity of retaining the impressions of the past." To know the value of memory we do not have far to look—our own experience will teach us something of its benefits. Consider for a moment the condition of a man without memory. He would be as helpless as an infant and not able to recognize his own home or the faces of his dearest friends. Instances are recorded of persons who, from disease or physical injury, have been deprived of their memory, and they were found to be perfectly helpless, in some cases being unable to feed themselves. If this be the condition of a man without a memory, how much better off are we even with a defective one. Many of the world's most successful men have been the possessors of remarkable memories, and in many instances a man's memory power is the measure of his success. Those of you who have read the works of Lord Macaulay must have been impressed with the complete mastery which he had of every subject he took in hand. In reading some of his essays one is almost inclined to believe that he had the whole book he was reviewing by heart. Turning from the perusal of his works one is not surprised at reading his boast that if every copy of *Paradise Lost* and *Pilgrim's Progress* were destroyed, he would be able to reproduce them, almost word for word. When he was a boy he accompanied his father while calling upon a friend, and while his elders were talking, the future essayist was reading for the first time *Scott's Lay of the Last Minstrel*; and upon going home he repeated to his mother a large portion of the book *verbatim*. What would one not give for such a memory? Some sixty years ago a Mr. Anderson, of Glasgow, gave entertainments in Scotland, one of the features of which



was mind-reading. His daughter was blindfolded, and at the request of any one in the audience would repeat aloud, from either of the three daily papers of the town, any selection or paragraph which the auditor requested. Many believed in the girl's ability to read minds, and that, in some mysterious way, she was able to reproduce aloud the thoughts of the person as his eye passed over the paragraph selected; but the secret of her success lay in the simple yet remarkable fact that she daily committed to memory the entire contents of the three newspapers.

Instances of such remarkable memories might be multiplied; but enough has been said to show what can be done. Perhaps you will say these are exceptional cases, and the ordinary mortal can no more reach such a remarkable development than he can become a Sampson. To such I reply, the difference is not in kind but in degree. We may never be able to repeat 36,000 unconnected words from one dictation, as the Corsican pupil of Montaigne did, nor carry off the gates of Gaza; but we can by proper training acquire greater memory just as surely as we can by physical culture become stronger men and women.

There have been many ingenious devices by which men have sought to acquire the power of remembering. Some have been good, others bad. Any practical method of improving the memory must be based upon the broad maxim that "we learn to do by doing." Before going into the details of the method which I think is likely to produce the best results and the most practical, it will perhaps be well to consider the faculty of memory a little more closely. It seems to consist of three functions, the conception, the retention and the recollection. By the first, or conception, we gain knowledge; by the second we retain knowledge; by the third we command the garnered knowledge. The central principle of memory is the retention; but the perfection of the retention depends largely upon the conception, and its value depends entirely upon the recollection; for it would evidently be of no value to retain anything in the mind, which we could not make use of at the moment it was needed. In this, men's minds differ vastly, and it is just here where we can see the difference between a trained mind and one which lacks culture. Many persons have an immense store of knowledge, but it is in the mind in such a confused mass that it is difficult to reach the thing desired at the proper moment. A person not accustomed to public speaking may have many excellent ideas upon some subject under discussion, but when he rises to his feet and finds a multitude of expectant faces turned toward him, very often he will find to his amazement that his thoughts which were so clear before he arose, have vanished into thin air and his mind presents a perfect blank. He stammers out a few broken sentences and sits down covered with confusion. The only way I know of to correct weakness is to practice collecting your thoughts while on your feet and before an audience. This may be thought ungenerous treatment of the audience, but if you succeed they will forgive you.

With other men, however, the case is quite different—and their minds resemble in their perfect arrangement, the well ordered shelves of an apothecary, where every bottle is in its proper place, and the owner can lay his hands upon the article wanted, at any moment. A person with such a mind possesses a wonderful advantage. In the one chaos is enthroned; and in the other order has his seat.

Why is it that some things are more easily remembered than others? Many

reasons might be given in answer to this question ; but I shall mention only a few. First, we remember that in which we are interested ; therefore aim to create an interest if it does not exist, and if it does exist, foster that interest. Second, we remember because the idea is associated with some other idea previously in the mind ; therefore use association of ideas. Third, we remember that which we hear frequently repeated : therefore review often. If I were to mention to you the fact that the ensuing Christmas vacation begins on the Monday following the 19th of December, and that the term of a certain southern University closed on the 14th of March, you will probably remember the first date, while the latter will have passed out of your mind before I resume my seat. One fact interests you, the other does not. If then an interest can be created in a subject, it will be less difficult to remember. The attention depends in a great measure upon the interest one takes in the matter, and Locke says "Memory depends much upon attention and repetition." Certain it is that the more closely we attend to anything, the more we will remember of it. Attention may become so great that the mind for the time is unconscious of all other things and of the events that are transpiring about one. Then attention becomes absorption. It is told of Dante, the Italian poet, that on one occasion he went to see a great procession. Standing by a book-stall, he picked up a book and began to read, and became so absorbed that he read it through to the end, and was astonished on laying down the book, that the entire procession, with the thousands who had come to see it, had all passed him standing there unconscious of the crowd who thronged about him, and shouted by his side. Oh, for a little of such attention in the schoolroom. What a load of care it would lift from your shoulders and mine. Evidently we are not as interesting to those with whom we have to do, as the book was to Dante. Nevertheless, it should be our object to gain as much of the attention of the pupil as possible to the work in hand.

Again, I said we remember some things because they are associated with other things already in the mind ; and the association of ideas is a wonderful thing. Some ideas occur in groups of two or more ; thus a word suggests its meaning ; the mention of China suggests tea and pig-tails ; while the sound of the bell at noon to-day suggested dinner. It was upon the idea of the association of words and sounds that Aristotle based his system of memory training, and many lesser lights since his day have shown a great deal of ingenuity in the same line. In these methods or systems the mind is often so burdened with trying to remember the uses of all the machinery employed, that it not unfrequently fails to remember what all the machinery was intended to help him recall. Here for example is a case taken from one of the memory doctor books. It is desired that the name Druids, Agricola, Severus, and St. Albans, with some of the relating ideas, should be remembered by association, and this is the way the modern disciple of Aristotle does it :

Druids, drew it, plough, agriculture, Agricola, Agricola, collar, iron, collar, severe, Severus, Severus, rust, water, fire, martyr, all burned, St. Albans. Methinks it would make the old Greek weep to see the way in which his method has been abused ; for what person in his rational moments would burden his mind with all this trash just to remember four words. There are, however, legitimate uses to which association may be put, as, for example, when you tie a string around your finger to remind yourself that you want to get a certain book when you go home at noon, and then when you

get home to wonder what you tied that string for! Some associations are peculiar but none the less helpful, *e. g.* When at school I had difficulty in remembering the date of the giving of Canada's trade to the West Indian Company, and mentioned my difficulty to a fellow-student. At that moment a stout young lady whose register number was sixty-three, entered the room, and she was sixteen years old. "Oh," said my friend, "here comes the West Indian Company just sixteen and sixty-three" and in my mind since then the mention of Miss Blank's name recalls the West Indian Company with the date of its assuming control of the trade of Canada. A gentleman one day said to a friend that he could never be sure which was *port* and which was *starboard* side of a ship. His friend fixed it permanently by saying "Port suggests port wine, which is red like blood and as blood comes from the heart on the left side of the body, therefore you can easily remember that *port* is the left side of a ship." Many other associations are just as arbitrary; some, however, are natural and are formed on account of some similarity either real or fancied. It is easier to remember the Spanish Armada, Bunyan's Death and Warren Hasting's Trial when we associate their dates 1588, 1688, 1788. Again, we are sometimes assisted to remember by having the things to be remembered in metre, *e. g.* "Thirty days hath September," etc., or the English Sovereigns. First William the Norman, then William his son, Henry, Stephen, then Henry, Richard and John, etc.

In the opening lines of Dr. Holmes' well-known "One Horse Shay" we have —

"Seventeen hundred and fifty-five  
Georgius Secundus was then alive,  
Snuffy old drone from the German hive.  
That was the year that Lisbon town  
Saw the earth open and gulp her down,  
And Braddock's army was done so brown,  
Left with never a scalp on their crown;  
'Twas on the terrible earthquake day  
That the Deacon finished his one horse shay, etc."

The mention of Braddock's defeat calls up to our minds the expulsion of the Acadians which occurred the same year; and thus we have several important dates associated in a way not hard to remember. Hundreds of other examples might be given; but we must proceed. Association we have seen helps us to remember things and so many certain mechanical devices; but they can scarcely be said to increase the memory power. I believe the opposite of this is true, and their tendency is rather to weaken that faculty. The increase of power can only be accomplished by judicious training. These aids serve the same purpose to the mind that the lever serves in raising a load; they may enable a person to lift a heavier load but they do not make him a stronger man. But what will strengthen our memories? I answer, "practice at remembering." Let us take for example a selection from one of the standard writers — an essay, an oration, a psalm or a poem, and proceed to commit it to memory. The first day a few lines may be taken and learned, not too much, just what can be mastered without difficulty. During the day these lines are repeated a few times. The second day some more lines are learned and the third, fourth and fifth the same, each day repeating the work of previous days to make sure that it is retained. The

second week the same process is continued and at its close the work of that week and of the previous one should be reviewed. Let this process be continued for eight or ten weeks and at the end of that time a halt should be called and a few days devoted to review, and nothing new taken until the learner is assured that he has the whole of what he has gone over perfect. These reviews are absolutely necessary, not only to retain the matter, but to discipline the mind in the work of recollection. You want to acquire the habit of recalling that which is in the mind. These reviews should be thorough and each learner should be a strict task master for himself, accepting nothing but perfect work. As week follows week the student will find that he can increase the amount of his daily task. If after two or three months the mind becomes weary of a subject, a change in the matter to be remembered should be made and something of a different nature selected. The method of work should, however, be the same and consist, in brief, of learning and reviewing. If this method be persevered in for some time the student will be gratified to observe the increased ease with which he shall be enabled to master his allotted daily task; and not only so, but he will find his memory power for other subjects likewise gaining in strength. The increase of power comes to him as it comes to the athlete in the gymnasium; a task which was difficult a short time ago is now performed with ease. Strength to do comes by doing. A general rule to be followed in these exercises should be in the line of Bain's suggestion in his "Education as a Science" — "A small beginning with a steady increase, never too absorbing, is the best of all stimulants to mental power."

The subject matter to be committed to memory is of less importance than the method; but it should be something of value in itself, and not too difficult. A poem or a literary selection need not be chosen. A book on geography, history or science or any other subject might be selected to suit the taste of the learner; but the method followed should in each case be the same, and consist of learning and revising. Aim to acquire the knowledge, to retain it, and recall it when desired, and when you can do that, you shall have made a long stride towards the formation of a good memory. You may ask for how long a time must I continue this mental training? That depends upon yourself. For my part, I hope to continue this method until I have shuffled off this mortal coil, and shall pass up to that great white throne where the books of God's memory and mine shall be opened and I shall be judged out of the things written therein.

Some people tell us that we never forget anything, that an impression once made upon the mind always remains there, and may, at some future time be recalled. It would be pleasant to think that all we have ever heard, read, seen, and thought, remains stored up somewhere in the mind. The memory is frequently spoken of as the store-house of the mind. This expression carries with it the idea that things laid away there are safe, and that they will remain there, and cannot be lost, although they may be mislaid at the precise moment we want them. In proof of this theory, the fact is cited that very often we wish to recall some fact or name, and cannot do so, although we have it just at our fingers' ends. Reference is made, also, to the common experience that suddenly something will occur to the mind which may have been forgotten for many years. Notwithstanding these and other arguments, it seems the more correct view to look upon the memory as a written book of which time and events blot out a large

portion, never to be replaced. Locke says: "The pictures drawn in our minds are laid down in fading colors, and if not sometime refreshed, vanish and disappear. Thus the ideas as well as the children of our youth often die before us, and our minds represent to us those tombs to which we are approaching, where, though the brass and marble remains, yet the inscriptions are effaced by time, and the imagery moulders away."

Thurlow Weed is said to have had a remarkably poor memory in his youth. He was conscious of his defect, and realized the importance of a good memory. Sitting one evening at home he tried to recall the events of the day, and could recollect but few. Next evening he did the same, but a few more events came to his mind. He continued this from evening to evening, relating the events of the day to his wife, and was gratified to find that as he continued the practice he was able to recall more and more of what transpired. After some time he was able to tell everywhere he had been, the people he had seen and the conversation engaged in, as well as the substance, and, at last, the very words of the editorials he had written, and the whole of his correspondence. This practice made him a closer observer of men, and was continued for fifty years, and who shall say that Thurlow Weed would have been the successful politician and wire-puller that he was, had it not been for his persistent and successful efforts to cultivate his memory? Could you and I not do something in the same line and could we not get our pupils to do it?

To remember requires thought, and it is not enough to learn a thing simply by rote, for such remembering amounts to nothing. Using your brains a little is better than tying a string around your finger. A friend of mine tells a story of a boy who was sent to the store by his mother, for some pepper, some tea and some alspice. The day before he had got some tar, some pitch and some bees-wax for his father. Fearing he would forget what his mother wanted, he started off on a run for the store, repeating as he went—"pepper, tea and alspice; pepper, tea and alspice; pepper, tea and alspice," when suddenly he stubbed his toe and fell. Jumping up, he scratched his head in thought for a moment, and then started off again repeating, "tar, pitch and bees-wax; tar, pitch and bees-wax." Now that boy had formed no idea of the things he was to get, but certain sounds had fallen upon his ear, and his mouth went to work to reproduce those sounds. In fact, he did not remember with his brain, but with his mouth, and you see how beautifully he did it.

In the rambling remarks I have made, you will see I have not outlined a course of work for you to lay before you pupils. I have, rather, tried to present a few general principles, with just enough of detail to illustrate my thought. If your memories are bad, and you are willing to make them better, and believe the methods I have suggested to be good ones, and practical, it would be well for you to apply them to your own case, and if you find them useful, then give your pupils the benefit of your experience.

Some may be disposed to say that too much time is already spent in training the memory. In our course of instruction about 33 per cent. of the work is almost pure memory work, and a good deal too comes in with those subjects which are not intended as memory studies, *e. g.*, in grammar, mathematics, etc., there is a great deal to be memorized. If then, this subject of remembering and of memory training occupies so much of the time of teachers and pupils, is it not of the utmost importance that this time

should be used to the greatest advantage? A good deal of our teaching, I fear, tends rather to destroy the memory, for I believe we can be trained to forget as well as to remember. In my opinion one of the most effective methods we use to train our memories to forget is skimming over books and newspapers. Many of the things which we read take no hold upon the mind, and pass out of the memory almost immediately. Such reading is worse than no reading at all. In choosing books I think it is a safe rule never to read a book which is not worth reading twice, not that every book should be read twice; but there are more good books in the world than we will ever be able to read. Why then read poor ones? To impress the contents of a book upon the mind, it will be found a good practice to make a few brief notes of the leading thoughts. In reading fiction I have found it a good thing to make a list of the characters as they are introduced. Some time after the book has been read, the slip of paper with the names should be referred to, and if you wish to find out how much you remember write out or give orally a description of each of the characters, and of the part which each plays in the story. I have tried this and found it both pleasant and profitable. In fact there are numberless ways in which one can train his memory if he only has the will to do so.

In closing, I may say that in many cases success or failure in life depends to a great extent upon the memory. A remarkable example of the ability to remember faces, names and localities is seen in the case of the late Sir John A. Macdonald. Not a little of his immense popularity was due to the fact that when he met a man to whom he had been introduced he could at once call him by name and remember the place and the circumstances of the former meeting.

With many people, as they grow old, the memory often grows weak and failing. There are many things to account for this. The senses have become less acute and the old person has to a great extent lost interest in many of the things of life; therefore passing events make a fainter impression upon their minds than in youth. This is perhaps most noticeable in those persons whose lives have been filled with toil and manual labor and who have not devoted much time to the cultivation of the mind. Those whose lives have been devoted to mental rather than physical labor as a rule retain their faculties for a longer time than others. Not only are their mental faculties stronger but they have not been allowed to decay from non-use. Instances could be cited from all walks of life to illustrate this fact from historians, poets, ecclesiastics and statesmen; but let it suffice to mention George Bancroft writing history to the last; also John Greenleaf Whittier, Pope Leo XIII. and W. E. Gladstone, all of whom at the age of more than four score years possess intellects as keen as in the days of their physical prime.



ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1892.

---

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

---



FREDERICTON, N. B.  
1893.



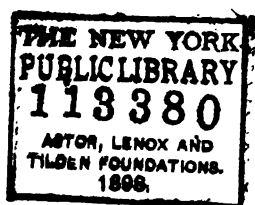


ANNUAL REPORT  
OF THE  
SCHOOLS  
OF  
NEW BRUNSWICK,  
1892.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



ST. JOHN, N. B.  
DAILY TELEGRAPH BOOK AND JOB PRESS.  
1893.



EDUCATION OFFICE.

*Fredericton, N. B., March 9th, 1893.*

SIR,—

I have the honor to present to His Honor the Lieutenant Governor the Annual Report on the Common Schools of the Province for the Year ended December 31st, 1893.

I have the honor to be, Sir,

Your obedient servant,

J. R. INCH,

*Chief Superintendent of Education.*

TO THE HON. JAMES MITCHELL,

*Provincial Secretary.*



# CONTENTS.

## PART I—GENERAL REPORT.

	PAGE.
Introductory, .....	ix
Statistical Abstract for Year ending June 30th, 1892, .....	ix
Number of Schools, Teachers, etc., .....	ix
Proportion of Population at School, Age and Sex of Pupils, Percentage of Attendance, .....	x
Proportion of Population at School 1872, 1881, 1891 1892, .....	xi
Average Attendance of Pupils in Cities and Towns, .....	xii
Percentage of Attendance for time Schools were in session, .....	xiii
Percentage of Attendance for Full Term time, .....	xiv
Enrolment of Pupils from 1872 to 1892, .....	xiv
Number of Pupils receiving Instruction in the several Subjects of the Course, .....	xv
Course of Instruction, .....	xvii
Teachers and Assistants employed, .....	xvii
Period of Service of Teachers, .....	xviii
Time in Session of the Schools, .....	xviii
Examinations, Visits, Prizes, .....	xix
Average Salaries of Teachers, .....	xix
Disbursements of Provincial Grants to Teachers, .....	xx
Provincial Grants for Schools and Number of Teachers, .....	xxi
Apportionments of County Fund to Trustees, .....	xxi
Grants to Blind Asylum and Deaf and Dumb School, .....	xxii
Superior Schools, .....	xxiii
Superior Schools giving Instruction above Grade VIII., .....	xxiv
Grammar Schools, .....	xxv
Provincial Normal School, .....	xxv
Local Examinations, .....	xxv
Attendance of Teachers of Class III., .....	xxvii
Examination of Teachers for License, .....	xxvii
School Libraries, .....	xxix
Summary of Provincial Expenditure, etc., .....	xxx
School-house Grants to Poor Districts, .....	xxx
Aid to Poor Districts, .....	xxxi
Provincial Institute, .....	xxxvi
County Institutes, .....	xxxix
Dominion and International Associations, .....	xl
Summer School of Science, .....	xli
Arbor Day, .....	xlii
New Edition of the Manual, .....	xliv
University Matriculation, and Grammar School Leaving Examinations, .....	xliv
Syllabus of License Examinations, .....	l
Requirements for Grammar School Class, .....	lii
Boundaries of Inspectoral Districts, .....	liii
Appendices, .....	liii
The University, .....	liv
Inspectors' Reports, .....	liv
Boards of Trustees of Cities and Towns, .....	lv
Institutions for Blind and Deaf, .....	lv
Suggestions, .....	lvi

## PART II—STATISTICAL TABLES.

			PAGE.
Table	I—Public Schools—Year ending June 30th, 1892.....		A 3
Table	II—do. Attendance, Part I.....		A 4
Table	II—do. do. Part II.....		A 5
Table	III—do. Pupils in different branches, Part I.....	A 6 to	A 9
Table	III—do. do. Part II.....	A 10 to	A 13
Table	IV—do. Teachers employed, Part I.....		A 14
Table	IV—do. do. Part II.....		A 15
Table	V—do. Service of 1st Class Teachers, Part I.....		A 16
Table	V—do. do. Part II.....		A 17
Table	V—do. Service of 2nd Class Teachers.....		A 18
Table	VI—do. Time in Session.....		A 19
Table	VII—do. Visits, Examinations, Prizes.....		A 20
Table	VIII—do. Average Salaries of Teachers.....		A 21
Table	IX—do. Disbursements of Grants to Teachers.....		A 22
Table	X—do. Apportionment of County Fund, Part I.....		A 23
do.	do. do. Part II.....		A 24
Table	XI—do. Grants to Blind Asylum and Deaf and Dumb School.....		A 25
Table	XII—do. Superior Schools, Part I.....	A 26 to	A 27
do.	do. do. Part II.....	A 28 to	A 29
Table	XIII—do. Grammar Schools, Part I.....		A 30
do.	do. do. Part II.....		A 31
Table	XIV—do. Provincial Normal School.....		A 32
Table	XV—do. Teachers' Examinations.....		A 33
do.	do. Issue of School Licenses.....	A 34 to	A 36
Table	XVI—do. Libraries.....		A 37
Table	XVII—do. Student-Teachers' Allowances.....	A 38 to	A 43
Table	XVIII—do. Drafts to Teachers and Trustees.....		A 44
Table	XIX—do. Summary of Provincial Grants.....		A 45
	Examination Questions for License.....	A 47 to	A 74

## PART III.—APPENDICES.

## APPENDIX A.

Report of the Chancellor of the University.....	3
---	---

## APPENDIX B.

Circular of Normal School.....	7
Report of the Principal of the Provincial Normal School.....	9

## APPENDIX C.

Inspectors' Reports — District No. 1, Geo. W. Mersereau, M. A.,.....	15
do. do. 2, E. L. O'Brien, A. B.,.....	22
do. do. 3, George Smith, A. B.,.....	23
do. do. 4, F. E. Whelpley,.....	26
do. do. 5, W. S. Carter, A. M.,.....	29
do. do. 6, H. V. B. Bridges, A. M.,.....	37

## APPENDIX D.

Reports of Boards of School Trustees — I. St. John,.....	43
do. II. Fredericton,.....	61
do. III. Moncton,.....	72
do. IV. St. Stephen,.....	80
do. V. Woodstock,.....	83
do. VI. Milltown,.....	85
do. VII. Campbellton,.....	87

## APPENDIX E.

Fredericton Institution for the Education of the Deaf and Dumb,.....	89
School for the Blind, Halifax,.....	97

## APPENDIX F.

County Institute Paper, Victoria and Madawaska,.....	99
--	----

---

PART I.

---

GENERAL REPORT.

---





# ANNUAL REPORT

OF THE

## SCHOOLS OF NEW BRUNSWICK,

### 1892.

### PART I—GENERAL REPORT.

*To His Honor the Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.,  
LL. D., Lieutenant-Governor of the Province of New Brunswick.*

MAY IT PLEASE YOUR HONOR,—

I have the honor to submit, as required by law, my Report on the Public Schools of the Province for the year 1892.

I am happy to be able to report substantial progress in almost every department of educational work during the year.

The Statistical Tables of Part II (with the exception of Tables IX, XVI, XVIII and XIX, which show the actual disbursement of moneys for the fiscal year), comprise the two School Terms ended June 30th, 1892.

The Reports of Part III, with the exception of that of the Principal of the Normal School, are for the two School Terms ended December 31st, 1892.

I herewith present a summary of the Statistical Tables, which will show, at a glance, the principal data upon which an accurate judgment may be formed of the present extent and condition, as well as the relative progress for the year, of the public educational work of the Province.

#### Statistical Abstract.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, ETC.

	<i>Second Term, 1891.</i>	<i>First Term, 1892.</i>
Number of Schools,.....	1,604	1,585
Increase,.....	47	49
Number of Teachers,.....	1,674	1,669
Increase,.....	33	37
Number of Pupils,.....	56,217	60,786
Increase,.....	595	1,218
Number of different Pupils in attendance during the year,....		68,909
Decrease,.....		83

The gratifying increase, shown by the foregoing abstract, in the number of Schools in operation, the number of Teachers engaged, and especially the number of Pupils in attendance during both the terms, coupled with the fact that there was a slight decrease in the total number of *different* pupils in attendance during the school year, indicates a considerably lengthened average attendance of the *same* pupils. This fact, substantiated by the figures of the following table, is exceedingly hopeful from an educational standpoint. The longer the period that children can be kept regularly at school the better the results that will follow.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF ATTENDANCE.

	<i>Second Term, 1891.</i>		<i>First Term, 1892.</i>	
Proportion of population at school, . . .	1 in 5.71		1 in 5.10	
Increase, . . . . .	1 in 5.40		Increase, 1 in 2.64	
Number of Pupils under 5 years of age, . . . . .	293		333	
Decrease, . . . . .	25		Increase, 49	
Number between 5 and 15, . . . . .	53,788		56,612	
Increase, . . . . .	663		Increase, 1,385	
Number over 15 years, . . . . .	2,136		3,841	
Decrease, . . . . .	43		Decrease, 216	
Number of Boys, . . . . .	28,459		31,967	
Increase, . . . . .	495		Increase, 771	
Number of Girls, . . . . .	27,758		28,819	
Increase, . . . . .	100		Increase, 447	
Grand total number of days made by the pupils enrolled, . . . . .	3,176,438½		4,131,174½	
Increase, . . . . .	147,054½		Increase, 175,864	
Average number of pupils daily present during time schools were in session, . . . . .	35,203		35,220	
Increase, . . . . .	1,691		Increase, 826	
Average number daily present for the full term, . . . . .	33,233		32,496	
Increase, . . . . .	1,327		Increase, 1,280	
Percentage daily present during time schools were in session, . . . . .	62.61		57.94	
Increase, . . . . .	2.12		Increase, .21	
Percentage daily present during full term, . . . . .	59.82		53.45	
Increase, . . . . .	2.46		Increase, 1.05	

The uniform increase shown by these figures in everything which indicates educational progress is very encouraging. The term ending Dec., 1891, shows an average daily attendance *for the full term* of 33,233, an increase of 1,327 over the corresponding term of the previous year; and the term ending

June, 1892, shows an average daily attendance for the full term of 32,496, an increase of 1,280 over the corresponding term of the previous year. The average daily attendance for the year exceeds that of any previous year since the school terms were arranged as at present.

In comparing the percentage of attendance for the full term in the several Counties as exhibited in Table II. it will be seen that St. John again leads the Province with a percentage for the last term of 1891 of 72.75, and for the first term of 1892, of 68.61, or for the two terms of 70.68, an increase on the previous year of 2.37. All the other Counties except Sunbury, Queens and Victoria show an average attendance for the whole year of more than one half of the total number enrolled. As will be seen by the following table, all the Counties except Gloucester, St. John and Sunbury have more than one in five of their total population in attendance at the schools for some part of the school year. Nearly  $21\frac{1}{2}$  per cent. of the total population of the Province are enrolled in the Public Schools for one or both of the school terms.

Table showing proportion of population enrolled on Public School Registers for the year 1872, 1881, 1891 and 1892, according to the census of the years '71, '81 and '91 respectively.

COUNTIES.	1872.	1881.	1891.	1892.
Albert, .....	1 in 5.13	1 in 4.55	1 in 4.34	1 in 4.14
Carleton, .....	" 5.80	" 4.04	" 4.19	" 4.21
Charlotte, .....	" 6.36	" 4.27	" 4.29	" 4.32
Gloucester, .....	" 61.87	" 6.80	" 5.52	" 5.53
Kent, .....	" 11.99	" 5.33	" 5.13	" 4.97
Kings, .....	" 6.74	" 4.60	" 4.13	" 4.15
Madawaska and Victoria, .	" 15.35	" 6.73	" 5.24	" 4.99
Madawaska, .....	" 9.20	" 5.65	" 4.63	" 4.69
Northumberland, .....	" 6.83	" 4.72	" 4.19	" 4.10
Queens, .....	" 6.35	" 4.99	" 4.90	" 4.82
Restigouche, .....	" 6.29	" 5.99	" 5.05	" 5.27
Saint John, .....	" 6.15	" 4.60	" 5.25	" 5.07
Sunbury, .....	" 6.59	" 5.14	" 4.59	" 4.45
Victoria, .....	" 5.41	" 4.89	" 4.30	" 4.47
Westmorland, .....				
York, .....				
Whole Province, .....	1 in 7.14	1 in 5.13	1 in 4.66	1 in 4.66

The following table shows the percentage of enrolled pupils daily present on an average in cities and incorporated towns from 1870 to 1892 inclusive:—

*Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns :*

	Saint John.		Portland.		Fredericton.		St. Stephen.		Milltown.		Woodstock.		Moncton.		Marysville.		Campbellton.	
	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.	Apr.	Oct.				
Terms ended.																		
1870.....	56.06	57.88	57.17	56.45	62.90	60.00												
1871.....	53.86	59.57	60.28	55.98	63.21	57.87												
1872.....	*	78.28	*	56.60	*	62.49	*	64.98	*	74.15	*	56.26						
1873.....	58.04	61.64	58.93	58.90	62.42	60.45	69.48	65.19	71.90	74.65	58.66	57.22						
1874.....	70.69	66.67	59.34	60.04	62.58	63.55	67.38	69.35	66.21	71.38	60.05	61.86						
1875.....	66.18	66.19	58.70	59.47	65.19	64.00	69.91	73.13	69.74	71.42	69.65	66.13						
1876.....	69.33	67.13	64.25	62.50	72.89	64.35	74.95	76.03	69.08	66.78	63.04	57.22						
1877.....	66.77	66.82	63.60	58.16	71.23	71.15	78.98	72.40	62.89	66.33	59.73	57.04						
1878.....	61.25	66.86	63.48	61.31	72.05	70.00	79.00	78.91	66.84	71.63	62.14	61.04	61.13	62.18				
1879.....	64.97	67.76	64.49	65.49	78.33	75.86	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43				
1880.....	72.63	68.20	68.34	65.25	76.93	69.45	78.55	78.10	71.57	76.89	71.65	64.14	67.31	65.30				
1881.....	71.83	70.96	68.38	67.89	72.63	71.46	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96				
1882.....	73.29	72.48	68.28	69.91	78.86	68.64	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78				
1883.....	75.51	70.30	72.29	66.18	77.53	71.78	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76				
1884.....	72.43	73.86	70.45	69.55	74.22	71.93	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13				
Terms ended.																		
1885.....	69.22	73.74	67.04	72.89	70.66	71.43	73.15	75.99	61.58	63.62	62.79	67.96	June. Dec.	June. Dec.	June. Dec.			
1886.....	69.99	77.70	69.04	75.75	73.13	77.84	79.12	78.21	62.00	71.16	63.00	65.23	65.07	73.78				
1887.....	74.35	76.01	71.99	74.45	79.55	76.63	77.54	79.02	68.04	71.84	66.86	63.87	78.02	71.00	53.41	56.55		
1888.....	71.92	69.47	69.14	66.38	78.52	76.58	73.77	73.32	64.27	69.37	67.18	66.13	72.34	74.16	49.51	55.37		
St. John, United City.																		
1889.....		67.50	78.93		78.47	80.72	77.77	77.34	65.79	83.24	68.10	65.40	74.66	76.73	56.30	72.00	71.72	70.18
1890.....		72.04	75.73		73.75	81.45	76.53	81.55	70.81	80.73	72.86	76.33	75.60	78.44	51.05	61.51	76.92	77.38
1891.....		72.88	78.95		76.58	80.78	80.91	83.00	72.31	77.68	75.66	83.78	77.08	78.24	57.35	56.86	74.83	76.19
1892.....		73.42	81.30		78.68	85.37	79.83	82.18	73.80	80.02	76.53	81.64	73.47	83.01	69.11	67.63		

Of the cities and incorporated towns it will be seen that Fredericton made the highest average attendance during the year, though surpassed by St. Stephen the first term. For the year ending June 30th, 1892, St. Stephen showed the largest enrolment of different pupils in proportion to the population. The figures are as follows :

	Population.	Enrolment.	Proportion.
St. Stephen, .....	2,680	573	1 in 4.67
Woodstock, .....	3,288	692	1 in 4.75
Fredericton, .....	6,502	1,293	1 in 5.03
Marysville, .....	1,339	261	1 in 5.13
Moncton, .....	8,763	1,700	1 in 5.15
St. John, .....	40,384	7,272	1 in 5.55
Milltown, .....	2,146	361	1 in 5.94
Campbellton, .....	1,900	305	1 in 6.22

In Moncton and some of the incorporated towns the boundaries of the School Districts do not exactly coincide with the Corporation boundaries ; but the variation will not materially affect the accuracy of the figures given above.

The following tables exhibit the percentages of daily attendance from 1874 :

I.—FOR TIME SCHOOLS WERE IN SESSION.

<i>Term ended October.</i>				<i>Term ended April.</i>		
1874	....	....	53.56	....	....	57.06
1875	....	....	52.96	....	....	55.66
1876	....	....	53.34	....	....	57.61
1877	....	....	54.93	....	....	54.95
1878	....	....	55.08	....	....	58.04
1879	....	....	55.81	....	....	57.49
1880	....	....	56.13	....	....	59.02
1881	....	....	55.85	....	....	58.94
1882	....	....	56.25	....	....	58.53
1883	....	....	59.66	....	....	62.79
1884	....	....	58.47	....	....	59.68
<i>December.</i>				<i>June.</i>		
1885	....	....	59.23	....	....	53.35
1886	....	....	60.68	....	....	56.03
1887	....	....	60.00	....	....	56.80
1888	....	....	55.85	....	....	54.43
1889	....	....	61.75	....	....	56.49
1890	....	....	60.49	....	....	55.54
1891	....	....	62.61	....	....	57.73
1892	....	....	.....	....	....	57.94

Term of  
8 mos.

## II.—FOR FULL TERM TIME.

			<i>October.</i>			<i>April.</i>
1874	....	....	47.29	....	....	48.13
1875	....	....	47.19	....	....	48.02
1876	....	....	48.84	....	....	49.70
1877	....	....	49.83	....	....	49.08
1878	....	....	51.76	....	....	52.93
1879	....	....	53.09	....	....	53.68
1880	....	....	52.96	....	....	55.06
1881	....	....	52.20	....	....	54.99
1882	....	....	52.56	....	....	53.83
1883	....	....	55.10	....	....	58.71
1884	....	....	54.69	....	....	56.16
			<i>December.</i>			<i>June.</i>
1885	....	....	54.63	....	....	47.47
1886	....	....	56.26	....	....	51.65
1887	....	....	56.16	....	....	52.45
1888	....	....	52.54	....	....	49.77
1889	....	....	57.52	....	....	51.48
1890	....	....	57.36	....	....	50.96
1891	....	....	59.82	....	....	52.40
1892	....	....	....	....	....	53.45

Term of  
8 mos.

## ENROLMENT OF PUPILS FROM 1872 TO JUNE, 1892.

	<i>Term ending April.</i>		<i>October.</i>		<i>During year.</i>
1872	28,756	.....	39,837	.....	Not reported.
1873	40,405	.....	42,611	.....	"
1874	44,781	.....	45,561	.....	"
1875	46,039	.....	48,340	.....	62,340
1876	47,870	.....	52,020	.....	64,689
1877	51,583	.....	54,472	.....	67,803
1878	52,763	.....	55,378	.....	68,780
1879	53,743	.....	56,639	.....	71,764 ?
1880	50,308	.....	52,742	.....	65,598
1881	49,550	.....	51,901	.....	65,631
1882	40,805	.....	52,657	.....	63,793
1883	60,662	.....	54,691	.....	66,775
1884	53,509	.....	57,087	.....	68,928
	<i>Term ending June.</i>		<i>December.</i>		
1885	63,001	.....	52,753	.....	72,961
1886	61,802	.....	53,932	.....	68,367

Year of  
14 mos.

<i>Term ending June.</i>		<i>December.</i>	<i>During year.</i>
1887	59,796 .. .. .	54,692 .. .. .	68,583
1888	59,636 .. .. .	54,099 .. .. .	68,268
1889	59,819 .. .. .	56,385 .. .. .	68,221
1890	58,570 .. .. .	55,622 .. .. .	68,523
1891	59,568 .. .. .	56,217 .. .. .	68,992
1892	60,786 .. .. .	.....	68,909

TABLE III.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE SEVERAL SUBJECTS OF THE COURSE.

	<i>Second Term, 1891.</i>	<i>First Term, 1892.</i>
Physical Exercises,.....	46,575 .. .. .	48,912
Decrease, .....	499	Decrease,.. 565
Oral Lesson on Morals,.....	50,669 .. .. .	54,069
Increase, .....	1,084	Increase,.. 1,035
Sewing (optional),.....	2,860 .. .. .	2,906
Decrease, .....	1,252	Decrease,.. 1,202
Knitting (optional),.....	685 .. .. .	771
Decrease, .....	332	Decrease,.. 569
Reading, Spelling, Recitations.		
Standards I—IV,.....	44,478 .. .. .	46,748
Increase, .....	373	Increase,.. 1,316
Reading, Spelling, Recitations.		
Standards V—VIII,....	10,997 .. .. .	13,283
Increase, .....	336	Increase,.. 576
Composition. Standards I—IV	42,462 .. .. .	43,271
Increase, .....	855	Decrease,.. 449
Composition. Standards V—		
VIII, .....	10,896 .. .. .	13,283
Increase, .....	174	Increase,.. 612
Grammar and Analysis. Stand-		
ards III—IV,.....	11,382 .. .. .	13,192
Increase, .....	339	Increase,.. 136
Grammar and Analysis. Stand-		
ards V.—VIII,.....	10,584 .. .. .	13,007
Increase, .....	241	Increase, .. 728
History, Standards IV—VIII,	18,981 .. .. .	22,513
Increase, .....	527	Increase, .. 206
Form. Standards I—II, ....	24,007 .. .. .	23,443
Decrease, .....	249	Decrease, .. 1,255
Industrial Drawing. Standards		
III—VIII, .....	28,031 .. .. .	32,082
Increase, .....	52	Increase, .. 431
Print Script. Standards I—V,	47,019 .. .. .	50,249
Increase, .....	704	Increase, .. 81



	<i>Second Term, 1891.</i>		<i>First Term, 1892.</i>	
Writing. Standards III—				
VIII, .....	29,615	.....	34,294	
Increase, .....	382	Increase, ..	873	
Singing by rote. Standards				
I—III, .....	21,500	.....	20,780	
Increase, .....	313	Decrease, ..	1,313	
Singing by rote. Standards				
IV—VIII, .....	12,278	.....	12,928	
Increase, .....	460	Decrease, ..	421	
Singing by note. Standards				
IV—VIII (optional), ...	163	.....	153	
Increase, .....	136	Increase, ..	104	
Number. Standards I—III.				
Standard III includes				
Arithmetic in country				
schools, .....	35,151	.....	35,987	
Increase, .....	864	Increase, ..	4	
Arithmetic. Standards IV—				
VIII, .....	19,382	.....	23,318	
Increase, .....	130	Increase, ..	336	
Geometry. Standards VII—				
VIII, .....	2,535	.....	2,914	
Increase, .....	86	Decrease, ..	48	
Algebra. Standards VII—				
VIII, .....	2,713	.....	3,216	
Increase, .....	137	Increase, ..	234	
Geography, .....	50,007	.....	53,601	
Increase, .....	666	Increase, ..	291	
Temperance Teachings of Sci-				
ence, Oral. Standards				
I—V, .....	37,335	.....	40,444	
Increase, .....	314	Decrease, ..	1,048	
Temperance Teachings of Sci-				
ence, Text-Book. Stand-				
ards IV—VIII, . . . . .	7,032	.....	8,842	
Decrease, .....	297	Decrease, ..	179	
Useful Knowledge, (Minerals,				
Plant and Animal Life).				
Standards I—IV, .....	39,304	.....	40,493	
Increase, .....	335	Decrease, ..	836	
Useful Knowledge, Standards				
V—VIII, .....	10,195	.....	12,354	
Decrease, .....	163	Increase, ..	159	

	<i>Second Term, 1891.</i>	<i>First Term, 1892.</i>
Color. Standards I—IV, . . .	34,588	34,804
Increase, . . . . .	197	Decrease, .. 1,569
Agriculture. Standards III—		
V, . . . . .	10,207	11,971
Increase, . . . . .	78	Decrease, .. 420
Physica. Standards VI—VIII	4,555	5,243
Increase, . . . . .	102	Increase, .. 150
Physiology. Standard VIII, .	1,107	1,360
Increase, . . . . .	62	Increase, .. 25
Latin. Standards VII—VIII		
(optional), . . . . .	1,110	1,128
Increase, . . . . .	616	Increase, ... 580
French. Standards VII—VIII		
(optional), . . . . .	394	536
Decrease, . . . . .	194	Increase, ... 212

The preceding figures include all pupils, whether attending the Primary, Advanced, Superior, or Grammar Schools, who are not in advance of Standard VIII. The number of pupils in advance of this standard will be seen from Table XII.

#### COURSE OF INSTRUCTION.

The Course of Instruction adopted by the Board four years ago has proved to be generally adapted to the requirements of the country, and in harmony with the most approved modern educational ideas. Experience has, however, shown the desirability of some modifications. The department has had the matter under consideration. A committee of influential members of the Provincial Educational Institute, appointed in June last to revise the course and make suggestions to the Board of Education, met during the Christmas vacation and adjourned until Easter, then to complete their report. This report will be considered by the Board at the earliest practicable date. A revised syllabus of studies not only for the Primary and Intermediate Schools, but also for the Grammar and High Schools will be prepared and published, so that it may take effect in 1894.

TABLE IV.—NUMBER, SEX AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED.

	<i>Second Term, 1891.</i>	<i>First Term, 1892.</i>
Grammar School Teachers, . . . . .	14	14
Increase, . . . . .	1	The same, .. ..
Male Teachers, Class I, . . . . .	118	121
Decrease, . . . . .	1	Increase, ... 11
Male Teachers, Class II, . . . . .	131	132
Decrease, . . . . .	11	Decrease, .. 14

	<i>Second Term, 1891.</i>	<i>First Term, 1892.</i>
Male Teachers, Class III,.....	99	104
Decrease, .....	5	Increase, .. 2
Female Teachers, Class I,.....	181	183
Increase, .....	21	Increase, .. 19
Female Teachers, Class II,.....	687	651
Increase, .....	33	Increase, .. 32
Female Teachers, Class III,.....	412	426
Increase, .....	3	Decrease, .. 9
Number of Teachers Trained, .....	1,580	1,542
Increase, .....	29	Increase, .. 21
Number of Teachers Untrained,.....	62	89
Increase, .....	12	Increase, .. 20
Male Assistants,.....	5	4
Decrease, .....	1	Decrease, .. 3
Female Assistants,.....	27	34
Decrease, .....	7	Decrease, .. 1
Total Number Teachers,.....	1,674	1,669
Increase, .....	33	Increase, .. 37

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Of the 1,674 Teachers employed during the Term ending Dec. 1891, 976 were employed in the same District as during previous term, 211 were engaged for the first time, and 362 others had not been more than three years in the service. Of the 299 First-Class Teachers employed, 210 had been upwards of five years in the service. Of the 818 Second-Class Teachers employed, 378 had been upwards of five years in the service.

Of the 1,669 Teachers employed during the term ending June, 1892, 1,005 were employed in the same District as during previous term, 94 were employed as teachers for the first time, and 484 others had not been more than three years in the service. Of the 304 First-Class Teachers employed this term, 210 had been upwards of five years in the service. Of the 783 Second-Class Teachers 351 had been upwards of five years in the service.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

*Second Term, 1891.*—There were 98 teaching days in this Term. The average number of days the schools were in session was 91.95.

*First Term, 1892.*—The total number of teaching days was 127. The average number of days the schools were in session was 115.4. It will thus be seen that the schools were open on an average about 94 per cent. of the whole number of days First Term and 91½ per cent. of the Second.

TABLE VII.—EXAMINATIONS, PRIZES, VISITS.

The number of schools reporting semi-annual public examinations was 1,455 for the First Term and 1,440 for the Second. 663 prizes of the aggregate value of \$403.66 were given to pupils during the year.

The County Inspectors made 864 visits to the schools during the term ending Dec., 1891 and 1,012 during the term ending June, 1892. The visits by Clergymen, Teachers and others, show an increasing interest in the schools. There has also been a gratifying increase in the number of visits made by Trustees and District Secretaries. This is a cause of special encouragement, for next to the ability and fidelity of the teachers, the progress of our schools depends more upon the intelligence, the liberality, and the hearty and persevering co-operation of the Trustees, than upon any other agency whatever. The law requires every board of Trustees to visit at least monthly each school under their charge. If this duty were faithfully attended to much good would follow, not only in the preventing of misunderstanding between teachers and trustees, but in the stimulating to more efficient activity of both teachers and pupils.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The average rate of Teacher's Salaries per annum from all sources, compiled from the returns of the First Term of 1892, was as follows:

First Class Male,.....	\$536.75	Decrease, .....	\$7.42
Second " .. .. .	302.94	" .....	4.33
Third " .. .. .	225.34	" .....	4.78
First Class Female,.....	335.81	Increase,.....	4.56
Second " .. .. .	233.54	Decrease,.....	2.43
Third " .. .. .	190.79	" .....	5.13

The Salaries of Grammar School Principals are not included in the above averages (see Table XII).

It is a matter of regret that with the exception of the average salary of First Class Female Teachers, there has been a uniform decrease in the average of salaries for the year. A permanent efficient service cannot be maintained on the present average salary. It is to be hoped that School Boards will afford every possible encouragement to competent and experienced teachers to remain in the profession, and to continue year after year in charge of the same schools in which they may have won a reputation for faithfulness and efficiency.

In comparing the average salaries paid in the several Counties it will be seen that the following are above the average in the respective classes:—

- 1st Class Male—St. John, York, Northumberland.
- 2nd " " St. John, Gloucester, Charlotte, Westmorland.
- 3rd " " Charlotte, Carleton, Gloucester, Westmorland, Northumberland, Sunbury, York.

1st Class Female—St. John, York.

2nd " " St. John, Charlotte, Northumberland.

3rd " " Charlotte, St. John, Westmorland, Carleton, Kent.

All the Teachers in the County of Madawaska engaged during the two terms were of the third class, except the Principal of the Superior School at Edmundston.

The following table shows the average salaries for the Province since 1882—the salaries for the years 1880 and 1881 were not reported :—

Year.	Class I. M.	Class II. M.	Class III. M.	Class I. F.	Class II. F.	Class III. F.
1882	\$508 00	\$315 00	\$225 00	\$338 73	\$230 27	\$185 71
1883	519 00	322 11	238 10	339 50	230 28	195 90
1884	532 13	334 25	248 13	330 96	262 85	198 35
1885	511 80	313 97	226 32	333 43	236 18	182 58
1886	523 72	313 74	231 08	334 58	227 06	186 87
1887	521 30	307 92	231 00	324 40	226 87	187 57
1888	526 90	303 66	231 00	328 49	225 75	187 47
1889	518 98	304 69	225 35	323 21	228 12	187 14
1890	520 06	312 15	231 15	338 15	229 73	192 84
1891	544 17	307 27	230 12	331 25	235 97	195 92
1892	536 75	302 94	225 34	335 81	233 54	190 79

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS.

The total amount of Provincial Grants to Teachers for the year ended June 30th, 1892, was as follows :

Grammar Schools,	. . \$	4,445.89	Increase,	....	\$206.19
Superior "	....	11,868.46	Decrease,	....	71.99
Common "	...	126,366.86	Increase,	....	4,867.98
Total,	....	\$142,681.21	Increase,	....	\$5,002.18

Of the above sum, \$6,667.61 were paid as special grants to Teachers in poor Districts, an increase of \$643.81 on special grants of previous year.

The total expenditure during the year for the Grammar, Superior and Common Schools (not including district assessments for school buildings, apparatus, fuel, etc.,) is approximately as follows :

Provincial Grants,	....	....	....	\$142,681.21
Schoolhouse Grants,	....	....	....	900.00
County Fund,..	....	....	....	93,169.95
District Assessment (approximate),	....	....	....	174,866.26
Total,	....	....	....	\$410,717.42
Average cost per pupil,	....	....	....	\$5.96

PROVINCIAL GRANTS FOR SCHOOLS FROM THE YEAR ENDING APRIL, 1877, TO  
JUNE, 1892, INCLUSIVE, AND NUMBER OF TEACHERS  
EMPLOYED EACH YEAR.

		<i>Provincial Grant.</i>		<i>Number of Teachers.</i>
1877	.....	\$127,786 73	.....	1,287
1878	.....	132,195 23	.....	1,325
1879	.....	139,248 13	.....	1,367
1880	.....	124,378 78	.....	1,384
1881	.....	129,697 90	.....	1,383
1882	.....	126,662 26	.....	1,412
1883	.....	135,162 10	.....	1,459
1884	.....	136,223 10	.....	1,514
<i>June.</i>				
1885	.....	177,077 69 — 14 months,...	.....	1,648
1886	.....	132,493 65	.....	1,549
1887	.....	137,186 92	.....	1,583
1888	.....	136,326 45	.....	1,600
1889	.....	135,138 93	.....	1,603
1890	.....	137,409 93	.....	1,637
1891*	.....	137,679 03	.....	1,637
1892	.....	142,681 21	.....	1,672

TABLE X.—APPORTIONMENT OF COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows: "There shall be allowed to the trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school, as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other districts sharing such funds may be allowed by the Chief Superintendent in respect of attendance made by pupils.

*Second Term, 1891.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,252.25. The sum of \$23,845.99 of the fund was apportioned to the Boards of Trustees in respect of the service of teachers (according to the length of these services within the prescribed term.)

The balance of the fund, \$23,406.26, was apportioned to the several Boards of Trustees in each county in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund, \$2,509.52 were apportioned as extra aid to Boards of Trustees in poor districts.

*First Term, 1892.*—The amount of the County Fund apportioned this term to Boards of Trustees was \$45,917.70. Of this sum, \$22,714.22 were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed terms).

The balance of the fund, \$23,203.48 was apportioned to the several Boards of Trustees in each county in proportion to the average attendance of pupils the length of time the schools were open.

Of the fund, \$2,210.71 were apportioned as extra aid to Boards of Trustees in poor districts.

The County Fund is withheld from Boards of Trustees which refuse to comply with the Inspectors' recommendation in respect of apparatus, repairs, etc.

Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate, multiplied by the average number of pupils attending the school, compared with the average number of the county for full term time, will give the amount apportioned on account of pupils. If the school has been open full time, there should be an additional amount of \$15 per term for services of teacher, and in "poor districts" \$20. For each teaching day the school has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—GRANTS TO THE BLIND ASYLUM, HALIFAX, AND TO THE DEAF AND DUMB INSTITUTION, FREDERICTON.

The following provisions for the education of the Blind and of the Deaf-Mute children of the province were enacted at the last session of the Legislature:

"For every blind person received into the Halifax Asylum or other Institution for the Blind, approved as aforesaid pursuant to this Act, and educated and boarded therein, the Board of Managers of such School or Institution for the Blind shall be entitled to receive from the Provincial Treasury, at the rate of seventy-five dollars per annum payable half-yearly, and also to receive at the same rate from the County School Fund of the Municipality to which the said blind person belongs. This Section to apply to the blind persons in attendance at the Halifax Institution at the time of the passing of this Act."

"The Trustees or Board of Managers of the Deaf and Dumb Institution in Fredericton shall be entitled to receive from the County School Fund of the County to which any deaf or deaf-mute person received into the said Institution, and educated and boarded therein, belongs, at the rate of sixty dollars per year, payable half-yearly. This Section to be applicable to children at the Institution at the time of the passing of this Act."

Under these provisions the Managers of the Blind Asylum, Halifax,

received for the Term ended on the 30th of June, 1892, the sum of \$487.50 as a Provincial Grant, and the same amount from the County Funds of Albert, Carleton, Kings, Northumberland, Restigouche, Saint John and Westmorland.

The Institution at Fredericton for the education of the Deaf and Deaf-Mute children of the province received from the County Fund of nine Counties the sum of \$810.

AN the Counties, with the exception of Gloucester, Madawaska, Queens, Sunbury and Victoria, sent pupils to one or both of these Institutions. The aggregate amount contributed from the County funds was \$1,297.50.

Other details will be found in the Table.

#### TABLE XII.—SUPERIOR SCHOOLS.

The total amount disbursed during the year for Superior School service was \$11,868.46. During the term ended December, 1891, there were 48 Superior schools in operation, and 49 the following term. According to the census of 1891, the number of Superior schools allowed by law for the several counties on the basis of population will be as follows: Albert, 1; Carleton, 3; Charlotte, 4; Gloucester, 4; Kent, 4; Kings, 4; Madawaska, 1; Northumberland, 4; Queens, 2; Restigouche, 1; St. John, 8; Sunbury, 1; Victoria, 1; Westmorland, 7; York, 5. Total for the Province, 50. Albert and Carleton have lost one each, as compared with the allotment on the basis of the former census; while Gloucester, Kent and Westmorland have gained one each. There is a gain of one for the Province.

An additional school may be established in each county, on the recommendation of the Inspector, and several of the counties have availed themselves of this provision.

The following provisions are prescribed by the Board of Education respecting the Standards of Instruction given in the schools:

1. *Superior Schools in Cities, Incorporated Towns and in Towns having four Graded Departments.*—Boards of Trustees shall provide for giving instruction in at least Standards IX and X. When instruction is not provided for, or not given in advance of Standard X, work in Standard VIII may be required of the Teacher, provided the daily average attendance of pupils in the higher standards is not more than 25. Should Standards IX, X and XI be taught, no work in a lower standard shall be required of the Teacher, unless a Provincial licensed assistant is employed, having a separate class-room.

2. *Superior Schools in Towns or Villages having three Graded Departments.*—The highest department shall constitute the Superior School, and shall not be called upon to perform work under Standard VII of the graded course, or IV of the ungraded course.

3. *Superior Schools in Districts having two Graded Departments.*—The second or highest department shall form the Superior School, and shall not be called upon to perform work under Standard IV of the graded course, or III of the ungraded course.



4. *Superior Schools in Districts having no Graded Schools.*—An ungraded school in a country district may be recognized as a Superior School, provided there are competent pupils studying some branch of Mathematics, Language or Natural Science in advance of Standard IV of the ungraded course, and that a class-room assistant is employed, if the daily average attendance of pupils is 30 or upwards.

The School accommodation, appliances and premises in all Superior Schools must be satisfactory to the Inspector, who shall report thereon to the Chief Superintendent.

At the closing Examinations in 1895 and thereafter, Candidates who may wish to qualify themselves for the Principalship of Superior Schools will be required to pass an examination in Elementary Latin Grammar, and One Book of Cæsar, or its equivalent.

The number of pupils receiving instruction in the Superior Schools in advance of Standard VIII, was 221 for the second term of 1891—an increase of 33 on the number for the corresponding term of 1890, and 230 for the first term of 1892—an increase on corresponding term of previous year of 7.

The following table shows the Superior Schools which have pupils above grade VIII, and the number of pupils in the higher grades:—

*Superior Schools giving Instruction above Grade VIII.*

SUPERIOR SCHOOLS.	Term ended Dec. 31, 1891.						Term ended June 30, 1892.					
	Modern Course.			Classical Course.			Modern Course.			Classical Course.		
	IX.	X.	XI.	IX.	X.	XI.	IX.	X.	XI.	IX.	X.	XI.
Elgin Corner, Albert Co.,.....	..	..	..	..	..	..	6	1	..	..	..	..
St. George, Charlotte Co., .....	11	7	..	..	..	..	11	4	..	..	..	..
Moore's Mills, " .....	..	..	..	..	..	..	6	..	..	..	..	..
St. Stephen, " .....	..	..	..	24	12	8	..	..	..	21	12	10
Bathurst Village, Gloucester Co.,...	5	..	..	..	..	..	6	..	..	..	..	..
Petit Rocher, " .....	3	..	..	..	..	..	3	1	..	..	..	..
Kingston, Kent Co.,.....	17	..	..	..	..	..	13	..	..	..	..	..
Hampton, Kings Co.,.....	6	..	..	..	..	..	4	..	..	..	..	..
Edmondston, Madawaska Co.,.....	1	..	..	..	..	..	..	..	..	3	1	..
Newcastle, Northumberland Co.,...	3	..	..	13	3	..	8	2	..	10	10	3
Campbellton, Restigouche Co.,.....	7	..	..	..	..	..	1	..	..	8	..	..
Milford, St. John Co.,.....	5	4	..	..	..	..	3	2	..	..	..	..
St. Martins, " .....	6	..	..	..	..	..	5	..	..	..	..	..
Fredericton Junction, Sunbury Co.,.	4	..	..	..	..	..	3	..	..	..	..	..
Dorchester, Westmorland Co.,.....	24	6	..	5	..	..	25	6	..	3	..	..
Moncton, " .....	2	10	1	19	15	7	..	11	12	24	9	..
Petitcodiac, " .....	1	..	..	8	..	..	..	..	..	6	2	..
	95	27	1	69	30	15	94	27	12	75	34	13

TABLE XIII.—GRAMMAR SCHOOLS.

The total number of pupils enrolled in the Grammar Schools during the Second Term of 1891 was 2,762, an increase of 39; and for the First Term of 1892, 2,773, an increase of 22. During the Second Term of 1891 there were in attendance 464 pupils above Standard VIII, increase 78; and 439 the First Term of 1892, increase 42. It will be seen that of the 14 Grammar Schools in operation during the year, the enrolment of pupils above Grade VIII was less than 20 in Albert, Gloucester, Kings, Queens, Restigouche, Sunbury, Victoria and Westmorland.

By reference to the foregoing table of Superior Schools it will be seen that the Superior Schools at Moncton, St. Stephen, Dorchester and Newcastle considerably exceeded this average, and, with one exception, had a larger attendance of advanced pupils than the Grammar Schools of the Counties in which they are respectively situated. In this connection I wish to repeat what I said in my last Annual Report, that "these facts indicate unmistakably the desirability of a re-organization of Grammar and High Schools of the Province, so that results may be obtained more commensurate with the expenditure, and that the Common Schools, the High Schools, the Grammar Schools and the University may be so articulated as to become a constant source of strength and growth each to the others. The number of pupils, in both Superior and Grammar Schools, who were pursuing the Classical Course was for the Second Term of 1891, 471; and for the First Term of 1892, 441. These figures are of importance as indicating the chief source from which the University is to draw an annual supply of regular matriculants.

The Provincial disbursements to Grammar Schools for the year was \$4,445.89, an increase of \$196.11. The total amount of local salaries paid to the head masters for the year was \$6,160.00, an increase of \$75. This amount does not include the University grant of \$1,000 to the Collegiate School. The average salary of Grammar School Principals (not including the Collegiate School) was \$785.06, a decrease of \$9.72.

TABLE XIV.—THE PROVINCIAL NORMAL SCHOOL.

This table gives details as to the attendance of Student-Teachers, and the salaries of the instructors. The number presented for examination for license at the close of the session was 251, of whom 29 were enrolled in the French Department, increase for the year, 27. Other details will be found in the Principal's Report.

## LOCAL ENTRANCE EXAMINATIONS.

In my report for 1891 I recommended the establishing of a system of local examinations including examinations for admission to the Normal School. In support of such recommendation it was urged "that under the existing arrangement the candidates who fail are obliged to incur, in many cases, considerable

expense in travelling to Fredericton from remote parts of the Province, and in returning after having failed to pass the test. Both the expense of attending the examinations, and the mortification resulting from failure to pass, would be lessened, if an opportunity were offered of attending examinations nearer their own homes. Besides the local examinations would attract a larger number of candidates, and would probably, even with more rigid tests than at present, increase the number seeking admission to the Normal School. The scarcity of Teachers in many parts of the Province shows the need of a larger supply than the Normal School, notwithstanding a gradually increasing attendance, has up to the present, been able to provide."

The Board of Education considered these recommendations in December last, and has authorized the following provisions in regard thereto:

There shall be in each school year one session of the Normal School, consisting of two terms. The first term (except for the French Department) shall begin on the first teaching day in September, and close on the last teaching day in December. The second term shall begin on the first teaching day in January and close on the Friday next preceding the second Tuesday in June.

*Times and Stations of Examinations:* (1) Examinations for admission to the Normal School shall be held in each year at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine, on the first Tuesday of July, beginning at 9 o'clock in the forenoon.

A supplementary entrance examination will (on application to the Principal not later than the 15th day of August) be held at the opening of the Normal School in Fredericton in September, 1893, for those candidates who shall have failed to present themselves for examination in July, or having attended shall have failed to pass.

(2) Closing examinations shall be held each year at Fredericton, St. John and Chatham, beginning at 9 o'clock a. m., on the second Tuesday in June. For Student-Teachers in the French Department, and other candidates for Third Class License, a closing examination for Third Class only shall be held at Fredericton twice each year, beginning respectively on the Tuesday next preceding the last Friday of May, and on the Tuesday next preceding the week in which Christmas falls. All candidates, other than those presented by the Principal of the Normal School, required to be examined in Reading at the Fredericton station shall present themselves in the Assembly Hall of the Normal School at 2 o'clock p. m., on the day immediately preceding the date fixed for the opening of the written examination, for examination in Reading.

Application for admission to the Normal School Entrance Examinations should be addressed to the Inspector within whose Inspectoral District the Candidate wishes to write, not later than the 24th day of May in each year. The application shall state the class for which the Candidate wishes to be examined. An Examination Fee of \$1 must accompany each application.

The necessary stationery, uniform in quality and arrangement, will be provided for all candidates at these examinations. To meet in part the expenses incurred and for other reasons, it was decided to charge the small fee of one dollar to each candidate.

---

---

### SHORTENING THE PERIOD OF ATTENDANCE AT THE NORMAL SCHOOL FOR TEACHERS OF THE THIRD CLASS.

Notwithstanding earnest efforts for many years to reduce the number of untrained teachers, teaching under local temporary licenses, it was found necessary during the past year to authorize the Trustees of 89 Districts to employ teachers wholly untrained, and in some cases otherwise incompetent. The only alternative in nearly every case was the closing of the schools and the consequent exclusion of the children of these Districts from the advantages of all education under the law.

This difficulty exists in part from an insufficient number of Teachers, but principally from the unwillingness of licensed Teachers to go to these Districts for the small salary offered. To furnish an adequate supply of Teachers of the Third Class who shall have passed such examination tests as will afford a guarantee of scholastic fitness for the work, while at the same time they shall have undergone such a professional training as may be given in the autumn term, it has been deemed expedient for the present to shorten the period of attendance at the Normal School for Teachers of this class. These licenses will be limited to a period of three years. The holders of such licenses will be required to complete the full annual session at the Normal School before being admitted to examination for advance of class. It is hoped that this arrangement will have the effect of encouraging a considerable number of fairly educated persons, who could not afford the expense of a year's attendance at the Normal School, to attend for the shorter term, and thus fit themselves for efficient work in the poorer Districts. As soon as it becomes apparent that there is a sufficient supply of such trained Teachers, no more local licenses will be granted.

The following are the provisions adopted in relation to this matter:

Candidates for Third Class License (not belonging to the French Department) who shall have passed the entrance examinations [See Reg. 31, 3, (1)] shall until further notice be required to spend only the first term at the Normal School.

Any candidate for Class III failing to pass at the examinations held at the close of the first term, may, upon application to the Chief Superintendent, be admitted to the examinations beginning on the Tuesday next preceding the last Friday of May. [See Reg. 31, 3 (2)].

Licenses of the Third Class bearing date subsequent to Dec. 31st, 1893, shall be valid for only three years. When any such license has expired it may be renewed by the Chief Superintendent on conditions to be prescribed by the Board of Education.

#### TABLE XV.—CLOSING EXAMINATION OF TEACHERS FOR LICENSE.

These examinations will continue to be conducted as in recent years by the Chief Superintendent in conformity with published regulations of the Board of

Education. The papers were estimated the past year by Thomas Harrison, LL.D., Prof. L. W. Bailey, Ph. D., Prof. H. S. Bridges, A. M., Ph. D., George W. Mersereau, A. M., James Vroom and Mrs. de Soyres. Miss S. Jean Landers was the examiner in Reading, in place of Prof. John Burwash, D. Sc., who had removed from the Province. The papers submitted to candidates for the several classes of license at the June examination are appended to this report. The following is a summary of the examination :

The number admitted to examination was 352, an increase of 46; 341 received license of some class.

Two hundred and fifty-one of the candidates were admitted to examination as being classified student-teachers of the Normal School; 88 were teachers seeking an advanced class, or Provincial License; 2 were admitted as Graduates in Arts and 13 eligible for examination on other grounds.

Of the 341 teachers who received Provincial Licenses, 3 obtained a Grammar School Class, 21 males obtained the first class, 21 males the second class, 11 males third class; 51 females received the first class, 139 females the second class, 95 females the third class. The above numbers include the number of Acadian candidates who attended the examinations in December, 1891, and May, 1892, the details of which are shown in the table.

Licenses are granted in accordance with the following standards of award:

(a) To obtain the class worked for, the average Examiners' marks (the provisions respecting spelling being duly observed), must be 50 or upwards; to obtain the next lower class, the average must be 40 or upwards; and to obtain the second below the one worked for, the average must be at least 30.

(b) In each case, no mark may be further below half of the required average than the actual average is above the requirement, with this limitation — that where there are more than one paper demanded under one general subject (as in the case of History, Mathematics, etc.,) if the average of the marks on these papers equals the required general average, these papers shall be exempt from the operation of the principle.

(c) In order to obtain a License of the Grammar School Class, candidates will be required to make a general average of 50 or upwards on the whole examination, with no mark in the English branches further below 37 than such average is above 50. In Latin the average of marks must be 50 or upwards, and in Greek 37 or upwards. Candidates for this License who have previously made an average of 65 or upwards on the syllabus prescribed for the first class, are to work papers on those subjects only which are peculiar to the syllabus for the Grammar School Class.

Candidates for Grammar School License will be allowed the privilege, upon application to the Chief Superintendent six weeks before the date of Examination, of being admitted to examinations on a stated part only of the subjects of the syllabus. Examinations on the remaining subjects must be passed the following year. No certificate shall be issued until all the requirements have been met.

The following is the provision respecting Spelling and Writing :

*Spelling and Writing.*—Each Examiner shall note and report the number of

ordinary words mis-spelled by each candidate; and the average of marks obtained by any candidate on his whole examination shall be increased by .5 as many times as the number of words so reported is less than 6, or diminished by .5 as many times as the number of words so reported is more than 6. Each examiner shall also give a special credit or demerit of one to each candidate for neatness and legibility of Writing when these qualities are *markedly* present or absent (as the case may), and the average of marks obtained by any candidate on his whole examinations shall be further increased or diminished by the sum of such credits or demerits. No candidate who mis-spells upwards of 12 ordinary words in the course of the examination shall be deemed qualified to receive a License in advance of the Second Class. At any semi-annual examination an exercise in spelling shall, on application, be prepared for candidates who at any previous examination made an average of 50 or upwards on the papers of the First Class, with no marks further below 35 than the average of marks is above 50, and were debarred from receiving License of the First Class by reason of bad spelling. The exercise shall not exceed one hour in length, and shall be confined to common words, and any such candidate not making more than six errors shall be granted a License of the First Class without further examination.

Each candidate is notified by mail of the result of his examination, and furnished with a memorandum of the estimates placed upon his several papers by the Examiners.

The names of the successful candidates are appended to the table.

#### TABLE XVI.—SCHOOL LIBRARIES.

This Table shows a gratifying interest in the matter of School Libraries. In 17 Districts 1,129 volumes were purchased at a cost of \$589.78, of which the Province contributed \$195.19.

The following are the provisions under which *bonus* is granted:

**Libraries.**—Whenever my School District shall raise a sum of money for the purpose of establishing a Library, or adding thereto, the Board of Education may grant to it a sum equal to one-half the amount so raised, not to exceed twenty dollars in any one year, to be expended in the purchase of books therefor.

**REGULATION 34—School Libraries.**—No book hostile to the Christian religion or of an immoral or sectarian character shall be permitted in the School Library. The Trustees shall hold School Libraries in trust as a part of the School property of the District, and shall make such regulations for the preservation and circulation of the books as they shall deem necessary. A catalogue of the books to be purchased for the District shall be submitted for the approval of the Chief Superintendent. The grant made by the Board of Education under the provisions of sec. 98 shall be paid on the presentation of the invoice of books purchased, and the certificate of the Secretary of Trustees, as follows:—

I hereby certify that the books referred to in the accompanying Invoice have been purchased for the School Library of District No. \_\_\_\_\_, in the Parish of \_\_\_\_\_, in \_\_\_\_\_ County, during the present School year.

*Sec. of Trustees.*

## TABLES XVII, XVIII AND XIX.

Details will be found in these tables respecting the travelling allowance paid to Student-Teachers attending the Provincial Normal School; together with the statement of the Chief Superintendent's drafts to Teachers and Boards of Trustees, and a summary of Provincial expenditure for school service to December 31st, 1892.

## School House Grants to Poor Districts.

During the year closed December 31st, 1892, the sum of \$900.00 was paid to the Boards of Trustees for the Poor Districts in aid of School Houses as follows:

## ALBERT COUNTY.

Parish of Elgin, No. 10, \$20. No. 20, \$30,	....	....	....	\$ 50 00
--	------	------	------	----------

## CARLETON COUNTY.

Parish of Kent, No. 9, ....	....	....	\$30 00	
" " Northampton, No. 8, ....	....	....	20 00	
			<u>50 00</u>	50 00

## CHARLOTTE COUNTY.

Parish of Clarendon, No. 3, ....	....	....	\$25 00	
" " Grand Manan, No. 9, ....	....	....	25 00	
" " St. David, No. 2, ....	....	....	40 00	
" " St. George and St. Patrick, No. 9. ....	....	....	15 00	
			<u>105 00</u>	105 00

## GLOUCESTER COUNTY.

Parish of Beresford, No. 6½, \$25; No. 10 A, \$20, ....	....	....	\$45 00	
" " Inkerman, No. 7, ....	....	....	25 00	
			<u>70 00</u>	70 00

## KENT COUNTY.

Parish of St. Paul, No. 12, ....	....	....	\$35 00	
" " Wellington, No. 13, ....	....	....	30 00	
			<u>65 00</u>	65 00

## MADAWASKA COUNTY.

Parish of St. Leonard, No. 13, ....	....	....	....	20 00
-------------------------------------	------	------	------	-------

## NORTHUMBERLAND COUNTY.

Parish of Glenelg, No. 8, \$25; No. 9, \$25; ....	....	....	\$50 00	
" " Nelson, No. 7, ....	....	....	30 00	
			<u>80 00</u>	80 00

## QUEENS COUNTY.

Parish of Chipman and Harcourt, No. 16, ....	50 00
--	-------

## RESTIGOUCHE COUNTY.

Parish of Addington, No. 12, ....	\$30 00	
" " Dalhousie, No. 12, ....	30 00	
		60 00

## SAINT JOHN.

Parish of Simonds, No. 9, \$50 ; No. 18, \$35, ...	85 00
--	-------

## SUNBURY COUNTY.

Parish of Burton, No. 7. \$40 ; No. 11, \$30, ....	70 00
--	-------

## VICTORIA COUNTY.

Parish of Andover, No. 7, ....	\$20 00	
" " Gordon, No. 1, ....	25 00	
		45 00

## WESTMORLAND COUNTY.

Parish of Salisbury, No. 13, \$20 ; No. 25, \$40, ....	60 00
--	-------

## YORK COUNTY.

Parish of Bright, No. 8, ....	\$30 00	
" " Southampton, No. 8, ....	60 00	
		90 00
		<u>\$900 00</u>

## Aid to Poor Districts.

The following provision is made in aid of Poor Districts:

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the Chief Superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the classification of the teachers of schools, from the provincial treasury, and one-third more per pupil from the County School Fund, than the allowance to other school districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars.



The following districts will, in accordance with the foregoing provisions, be recognized as poor districts for the year ending December 31st, 1893:

## ALBERT COUNTY.

Parish of Alma,	Nos. 1, 3, 4, 6, 7, 8, 9,	....	...	....	7
" Coverdale,	" 6, *7, *8, 9, *11, 12, 15,....	....	....	....	7
" Elgin,	" 1, 4, 5, *6, 7, *10, *13, 15, 16, 17, 18, 19, 20,..				13
" Harvey,	" 6, 7, *8, 9, 10, 11 (and Hopewell), 13,	....	....	....	7
" Hillsboro',	" 8, *9 *11, 13, 15,	....	....	....	5
" Hopewell,	" *4, 9,....	....	....	....	2
					41

## CARLETON COUNTY.

Parish of Aberdeen,	Nos. 7, 8, 9, 10, 11, 13,	....	....	....	6
" Brighton,	" *6, *8, 9, *11, 15, *17, 18, 19,	....	....	....	8
" Kent,	" 1, (and Peel, Egypt), 9, *17, 18, 19, 14, (and Peel)				6
" Northampton,	" *6, 8,...	....	....	....	2
" Peel,	" 5, ....	....	....	....	1
" Richmond,	" 11a, *17,	....	....	....	2
" Wakefield,	" 15, ....	....	....	....	1
" Wicklow,	" *4, 13½,	....	....	....	2
" Wilmot,	" *14, *15 (and Wakefield), 17,	....	....	....	3
" Woodstock,	" 11, 13,..	....	....	....	2
					33

## CHARLOTTE COUNTY.

Parish of Clarendon,	Nos. 1, 2, 3, 9,	....	....	....	4
" Dumbarton,	" 1, *3, 4, *5, *7, *7½,	....	....	....	6
" Grand Manan,	" 1, *7, 8, 9,	....	....	....	4
" Lepreaux,	" 1, *2, 4, 5,	....	....	....	4
" Pennfield,	" *6, ....	....	....	....	1
" St. David,	" *4½ (and St. James), 7,	....	....	....	2
" St. George,	" *3, *7, 8, 8½ (and Dumbarton), 9, 10, *11, *12,				
	*15,	....	....	....	9
" St. James,	" *4, *5, 7½ (and St. Stephen), 8, 11, 12, 13, 17,				
	19, ..	....	....	....	9
" St. Patrick,	" 3, *4, *8, *9 (and St. George), *10,...	....	....	....	5
" St. Stephen,	" 4½, *6,...	....	....	....	2
" West Isles,	" *1, 6½, 8,	....	....	....	3
					49

## GLOUCESTER COUNTY.

Parish of Bathurst,	Nos. 3, 4, 6, 7, *8, 10, 11, 17,....	....	....	....	8
" Beresford,	" *7, 7½, *8, *8½, 9, *10A (and Bathurst), 11, *12,				
	13, 13½, 14, 15,	....	....	....	12

Districts marked (\*) to receive one-quarter rate.

GLOUCESTER COUNTY — *Continued.*

Parish of Caraquet,	Nos. 3, 6, 8, 9, . . . . .	4
" Inkerman,	" 1, 4, *5, *8, *10, . . . . .	5
" New Bandon,	" 1, 2, 3½, 4½, 5, 5½, 7, 10, *10½A (and Bathurst),	9
" St. Isadore,	" 7, 7½, . . . . .	2
" Saumarez,	" 4, . . . . .	1
" Shippegan,	" 1½, 2, *3, 3½, *4, 4½, *6½, 7, 8, 8½, 9, 9½, 10, 10½,	14
		55

## KENT COUNTY.

Parish of Acadieville,	Nos. *1, *2, *3, *5, . . . . .	4
" Carleton,	" *6, . . . . .	1
" Dundas,	" 5, 5½, *10, 14, . . . . .	4
" Harcourt,	" *2, *6, *7, 7½, . . . . .	4
" Richibucto,	" 3, 9, 9A, *11, . . . . .	4
" St. Louis,	" 1, *5, *8, *9, *10, *11, . . . . .	6
" St. Mary,	Nos. *6, *8, *9, *11, *12, . . . . .	5
" Weldford,	" *4, 5½ (and St. Mary), 7, 11, 17, 18, *20, 21, 23,	9
" Wellington,	" *7½, *12, . . . . .	2
		39

## KINGS COUNTY.

Parish of Cardwell,	Nos. 4, 5, *10, . . . . .	3
" Hammond,	" 1, (and Waterford), 2, 5, 7, . . . . .	4
" Hampton,	" 10, . . . . .	1
" Havelock,	" 6, *11, . . . . .	2
" Kars,	" 4, 6, . . . . .	2
" Kingston,	" *6, 8, 9, *10, *12, 14, *15, . . . . .	7
" Norton,	" 10, 11 (and Sussex), . . . . .	2
" Rothesay,	" *1, *19, (and Simonds), . . . . .	2
" Springfield,	" *4, *5, *13, 14, *18, . . . . .	5
" Studholm,	" 1, 2, *5, *6, *26, . . . . .	5
" Sussex,	" *12, 14, 15, . . . . .	3
" Upham,	" 25 (and St. Martins), . . . . .	1
" Waterford,	" 1, 3, 4, *5, *6, 7, 9, . . . . .	7
" Westfield,	" *1, 2½, 4, 5, *8, 9, *10, *12, *13, . . . . .	9
		53

## MADAWASKA COUNTY.

Parish of Madawaska,	Nos. 1½, 3, 4, 4½, 5, . . . . .	5
" St. Anne,	" *2, 5, 6, 7, . . . . .	4
" St. Basil,	" 5, 6, 7, 8, 9, . . . . .	5
" St. Francis,	" 1, 5, 6, 7, 8, 9, 10, 11, 12, . . . . .	9
" St. Hilaire,	" 5, 6, 7, 8, . . . . .	4
" St. Jacques,	" 2, 3, 4, 5, . . . . .	4
" St. Leonard,	" 1, 7, 8, 9, 10, 11, 12, 15, 16, . . . . .	9

## NORTHUMBERLAND COUNTY.

Parish of Alnwick,	Nos. *1, *2, 8 $\frac{1}{2}$ , 11, 12, 14, 15,	.....	.....	7
" Blackville,	" *3, 8, 8 $\frac{1}{2}$ , *9, 10, 12, 13,	.....	.....	7
" Blissville,	" 1, *1 $\frac{1}{2}$ , *2, *2 $\frac{1}{2}$ , *3,	.....	.....	5
" Glenelg,	" *2, *3, *5, *6, *8, 8 $\frac{1}{2}$ , 9, 10,	.....	.....	8
" Hardwicke,	" 3, *5 $\frac{1}{2}$ , *6,	.....	.....	3
" Ludlow,	" *1, *1 $\frac{1}{2}$ , *2, 4, 5,	.....	.....	5
" Nelson,	" 3 $\frac{1}{2}$ , 6, 7, *6 $\frac{1}{2}$ ,	.....	.....	4
" Newcastle,	" *2 $\frac{1}{2}$ ,	.....	.....	1
" Northesk,	" *1, 3, *11 $\frac{1}{2}$ ,	.....	.....	3
" Rogersville,	" 2, 3, *10 $\frac{1}{2}$ , *11, *12, *13, *14, *15,	.....	.....	8
" Southesk,	" *7 *7 $\frac{1}{2}$ , 8,	.....	.....	3

54

## QUEENS COUNTY.

Parish of Brunswick,	Nos. *3, 4, 5, 6, 7,	.....	.....	5
" Cambridge,	" *7,	.....	.....	1
" Canning,	" 3, 4,	.....	.....	2
" Chipman,	" 2, 3, 7, *8, *9, 10, 12, 13, 14, 15, 16 (and Harcourt),	.....	.....	11
" Gagetown,	" *1,	.....	.....	1
" Hampstead,	" 3, 10,	.....	.....	2
" Johnston,	" 6, *7, 8, *11, *12, 13, *15, 17,	.....	.....	8
" Petersville,	" *2, *13, 16, 18, 19,	.....	.....	5
" Waterboro',	" *2, 3, *5, 8, 9,	.....	.....	5
" Wickham,	" *11,	.....	.....	1

41

## RESTIGOUCHE COUNTY.

Parish of Addington,	Nos. 2 $\frac{1}{2}$ , 3, 5, *6, 7, *8, 9, 10, 12,	.....	.....	9
" Colborne,	" 4,	.....	.....	1
" Dalhousie,	" *1 $\frac{1}{2}$ (and Colborne), 12,	.....	.....	2
" Durham,	" 1 $\frac{1}{2}$ , *4, *5, 9, 10, 11,	.....	.....	6

18

## ST. JOHN COUNTY.

Parish of St. John, Partridge Island,	.....	.....	.....	1
" Lancaster,	Nos. 4,	.....	.....	1
" Musquash,	" *5, 7, 8, 9, 17,	.....	.....	5
" St. Martins,	" *3, 3 $\frac{1}{2}$ , 4, 5, 6, 7, 8, *9, *11, *12, *13, 14, 15,	.....	.....	15
	30, 25 (and Upham),	.....	.....	
" Simonds,	" 6, 10, 11, *15, *17, *19 (Bdr.), 20 (Bdr. D.), 21	.....	.....	10
	(Bdr. D.), 22, *23 (and St. Martins),	.....	.....	

32

## SUNBURY COUNTY.

Parish of Blissville,	Nos. 1, *5, *6, 7, 9 (and Clarendon),	....	....	5
" Burton,	" 6, *7, 8, 9, *10, 11, *12, 13, 14,	....	....	9
" Gladstone,	" *2, *3, 5, 6, 7, 8, 9 (and New Maryland), 18 (and St. George)	....	....	8
" Lincoln,	" 6,	....	....	1
" Maugerville,	" 4,	....	....	1
" Northfield,	" 1, *2, *3, 5, 6, 7, 8,	....	....	7
" Sheffield,	" 3, 6, *7,	...	....	3
				34

## VICTORIA COUNTY.

Parish of Andover,	Nos. 6, 7, 8,	....	....	3
" Drummond,	" 2, *3, 6, *9, *10, 11, 12, 13,	....	....	8
" Gordon,	" 2, 3, 7, 8,	....	....	4
" Grand Falls,	" 3, 4, 5, 8, 9, 10, *11,	....	....	7
" Lorne,	Nos. 1, 4, *6,...	....	....	3
" Perth,	" 5, *6, 7, 8, (and Drummond), *9, 10, *13,	....	....	7
				32

## WESTMORLAND COUNTY.

Parish of Botsford,	Nos. 4, 20, 22, 23,	....	....	4
" Dorchester,	" *4, *7, *9, *15, 26,	....	....	5
" Moncton,	" 20, 22, *23, 24, 26, 27, 28, 29, *30, ..	....	....	9
" Sackville,	" 1, *3, 4, *15, 17, *18,	....	....	6
" Salisbury,	" 9, *10, 14, 25, ....	....	....	4
" Shediac,	" *2, *13, 14, *18, *21, 22,...	....	....	6
" Westmorland,	" 11,	....	....	1
				35

## YORK COUNTY.

Parish of Bright,	Nos. 6½, 7½, *11, 9,	....	....	4
" Canterbury,	" 5, 10, 10½, 12, 13, 20, 22, 24,	....	....	8
" Douglas,	" *9, 12, *14, 16, 18,	....	....	5
" Dumfries,	" *8, (and Prince William),...	....	....	1
" Kingsclear,	" *7, 8, 9, 12,	....	....	4
" Manners-Sutton,	" 9, 10, *11,	....	....	3
" New Maryland,	" 1A, *3, ..	....	....	2
" North Lake,	" *13½, 17, 18, 19½,	....	....	4
" Prince William,	" 6, 11,....	....	....	2
" St. Marys,	" 9, 10, 11, 14, 15, ..	....	....	5
" Southampton,	" *8, *10, 12, 13, 14, 15, 16, 17, 18, 19,	....	....	10
" Stanley,	" *1½, 2, 4, 6½, *10, *13, *14, 16,	....	....	8
				56

Total, .... 612

### The Provincial Educational Institute.

The subjoined report of the Secretary, Mr. J. M. Palmer, M. A., gives an accurate summary of the proceedings of the annual meeting. The papers read before the Institute, all of which were practical and forcible presentations of subjects bearing directly upon the Teachers' work and the improvement of our Schools, were subsequently published in full in the *Educational Review*. The sessions were all of deep interest, and could not fail to be helpful to the Teachers who were present.

### REPORT.

The thirteenth meeting of the Educational Institute of New Brunswick was held in the Assembly Hall of the Centennial School building, St. John, on Tuesday, June 28th, and two following days. The Chief Superintendent presided at all the sessions. Messrs. J. M. Palmer and W. C. Simpson were elected secretary and assistant secretary respectively.

The following is an abstract of the report of the Executive Committee for the two years 1890-1892 :

1. Three meetings of Executive Committee held.
2. Mr. G. U. Hay, Ph. B., appointed to represent New Brunswick on Committee for considering publication of a Canadian History for the Dominion.
3. Summary of the accounts of the Secretary-Treasurer, duly audited and found correct, as follows :

DR.				
Paid Assistant Secretary for expenses,	....	....	....	\$10 00
Expenses of Music in Moncton,	....	....	....	15 00
Care-taker, \$5.00 ; Printing and Advertising, \$9.55,....	....	....	....	14 55
Travelling expenses Executive Committee, 2 meetings,	....	....	....	61 58
do J. M. Palmer, \$3.00; Postage, 86 cts.,	....	....	....	3 86
Salary of Secretary and Secretary-Treasurer, 2 years,	....	....	....	62 50
Balance in hand,	....	....	....	45 93
				<u>\$213 42</u>

CR.				
Balance in hand, last meeting,	....	....	....	\$ 23 92
Membership fees,	....	....	....	183 00
Interest on deposits,	....	....	....	1 50
				<u>\$213 42</u>

4. Arrangements for meeting of Institute, 1892.

The report was adopted by the Institutè.

At the second session, which was held in the Mechanics' Institute on the evening of the first day, the public were invited to be present, and addresses were made by J. R. Inch, LL. D., Chief Superintendent of Education ; Sir Leonard Tilley, Lieutenant-Governor of New Brunswick ; T. W. Peters, Mayor of St. John ; H. J. Thorne, Chairman of Board of School Trustees, St. John ; Thomas Harrison, LL. D., Chancellor of the University of New Brunswick ; Rev. Mr. deSoyres, St. John ; Mr. J. V. Ellis, St.

John ; Rev. Dr. MacRae and Dr. A. A. Stockton, St. John. A select choir furnished music during the evening.

At subsequent sessions papers were read and discussed, of which the following were the subjects and writers :

1. *The Rights and Duties of Citizenship — and How to Teach Them.* By Mr. Eldon Mullin, M. A., Principal of Normal School.
2. *Examinations for Entrance to Normal School.* By Miss Mary K. Tibbits, B. A., Principal of Gagetown Grammar School.
3. *Examination for Grammar School License.* By Mr. W. H. Parlee, St. John.
4. *Examinations for Entering and Leaving High Schools.* By Mr. J. M. Palmer, M. A., Collegiate School, Fredericton.
5. *Examinations for the Licensing of Teachers.* By Mr. James Vroom, St. Stephen.
6. *The Text Book as a Factor in Education.* By Mr. Berton C. Foster, M. A., Principal of Collegiate School, Fredericton.
7. *The question of Grading Pupils.* By Mr. Wm. Brodie, B. A., Principal of St. Andrew's Grammar School.
8. *Supplementary Reading adapted to the Needs and Acquirements of Pupils from Grade I to Grade VIII.* By Mr. Edward Manning, M. A., of Grammar School, St. John.
9. *Does the present Course of Study in the Lower Grades meet the requirements as regards the Practical Education of the majority of the children.* By Mr. W. M. McLean, B. A., Principal of St. John Grammar School.
10. *Suggestions how best to carry out a Course of Natural Science, from the Primary to the High School.* By Messrs. G. U. Hay, Ph. B., and John Brittain.

The following resolution was considered by the Institute :

Moved by Mr. Philip Cox, A. B., B. Sc., seconded by Inspector W. S. Carter, M. A. :

*Whereas*, By the late amendment to the constitution of the University of New Brunswick, empowering the Educational Institute to elect a representative to the Senate of the University, it is enacted that such representative must be a graduate of the University of New Brunswick ;

*Be it Resolved*, That this Educational Institute approve of the removal of this limitation respecting the qualification of such delegate and so widening the scope of selection open to this Institute. After several had expressed their approval of the resolution it was ordered to lie on the table and be taken up at some future session, when there would be more time for its discussion, but it was not again considered.

The following resolutions were adopted by the Institute :

1. Moved by W. M. McLean, B. A., seconded by Mr. W. H. Parlee.

*Whereas*, Death has removed from our midst Mr. Frank H. Hayes, Superintendent

of St. John City Schools, who, for many years, was closely identified with the work of the Institute, and always deeply interested in every Educational movement, both general and local;

*Therefore Resolved*, That this Institute records its sense of the great loss the cause of education has sustained by his decease and tender its cordial sympathy to his bereaved widow and family in their sad bereavement.

2. Moved by Mr. W. M. McLean, seconded by Mr. J. G. A. Belyea, B.A.

*Resolved*, That a committee be appointed to take into consideration the whole subject of *Grading* and report to this Institute next year what they deem the best system.

3. Moved by Mr. B. C. Foster, M. A., seconded by Mr. W. B. Jonah, B. A.

*Resolved*, That a standing committee of twelve be appointed by the chair to take into consideration the whole subject of Text Books, and report next year to this Institute.

Mr. W. Brodie, Mr. G. A. Inch and Mr. W. H. Parlee were appointed Committee on *Grading*, and Messrs. B. C. Foster, P. Cox, W. M. McLean, G. U. Hay, P. G. McFarlane, J. G. A. Belyea, J. M. Palmer, S. C. Wilbur, R. P. Steeves, Miss Alice M. Clark, Miss Mary Fawcett and Mrs. Dieuaide the Committee on Text Books.

On the evening of the last day of the Institute, the members were entertained by the Teachers of St. John at a conversazione in the Assembly Hall of the Centennial School building.

Agreeably to the regulation in this behalf, ten members of the Institute were elected by ballot, to constitute, with the members *ex-officio*, the

#### EXECUTIVE COMMITTEE FOR 1892-93.

##### MEMBERS EX-OFFICIO.

THE CHIEF SUPERINTENDENT, *President*.

THE CHANCELLOR OF THE PROVINCIAL UNIVERSITY.

THE PRINCIPAL OF THE PROVINCIAL NORMAL SCHOOL.

THE SIX INSPECTORS OF SCHOOLS.

##### ELECTED MEMBERS.

G. U. HAY, Ph. B., St. John.  
P. COX, A. B., B. Sc., Newcastle.  
S. C. WILBUR, B. A., Moncton.  
MISS M. M. NARRAWAY, St. John.  
H. C. CREED, M. A., Fredericton.

MISS MARY K. TIBBITTS, B. A., Gagetown.  
W. H. PARLEE, St. John.  
B. C. FOSTER, M. A., Fredericton.  
G. A. INCH, B. A., B. Sc., Fredericton.  
THOS. STOTHART, St. John.

##### SECRETARY-TREASURER.

JAS. M. PALMER, M. A., Fredericton.

W. S. Carter, M. A., Inspector of Schools, was elected representative of the Institute to the Senate of the University of New Brunswick.

There were enrolled as members in attendance at the Institute, 260 teachers, representing every County in the Province, except Restigouche and Kent. There were also present 10 members *ex-officio*, and 2 other school officers, making a total of 272, the largest attendance in the history of the Institute.

JAMES M. PALMER, *Secretary*.

## SUMMARY OF ATTENDANCE.

The following is a summary of the attendance at the meetings of the Educational Institute since its organization :

No. of Meeting.	Year.	Month.	Place.	Teachers.	Other School Officers.	Members <i>ex-officio</i> .	Honorary Members.	Total Membership.	Men.	Women.
1	1877	August	Fredericton	150	3	2	..	155	79	76
2	1878	"	"	81	8	5	..	94	54	40
3	1879	"	"	74	6	5	3	88	58	30
4	1880	July	"	108	9	6	1	124	69	55
5	1881	"	St. John	105	8	7	3	123	83	40
6	1882	"	Fredericton	84	3	7	..	94	66	28
7	1883	"	"	56	3	7	..	66	46	20
8	1885	June	St. John	180	3	9	..	192	94	98
9	1886	"	"	216	2	6	2	226	95	129
10	1887	"	"	218	2	9	3	232	105	127
11	1889	"	Fredericton	223	2	9	2	236	81	155
12	1890	"	Moncton	181	3	6	2	192	86	106
13	1892	"	St. John	260	2	10	..	272	87	185

No meeting in 1884, 1888, 1891,

## County Teachers' Institute.

County Institutes have been held during the year in all the Counties except Kent and Sunbury. Steps have been taken towards the union of Sunbury with Queens for Institute purposes, and the first Institute for the two Counties will be held in Gagetown in May next. I attended the Institutes of Kings, Madawaska and Victoria, Northumberland, Queens and Restigouche. At all these Institutes much interest was manifested in the proceedings, not only by the Teachers assembled, but by many of the people of the several towns and villages in which the Institutes were severally held. Enthusiastic, and, in most cases, crowded public meetings were held in connection with each of the Institutes. The aggregate number of Teachers who enrolled at the County Institutes was 690.

I regret that I have not been able to secure for publication in the Appendix of this Report more than one of the many valuable papers read at the County Institutes.



TABLE OF ATTENDANCE AT TEACHERS' INSTITUTES SINCE THEIR FORMATION IN 1881.

Year.	Albert.	Carleton.	Charlotte.	Gloucester.	Kent.	Kings.	Madawaska and Victoria.	Northumberland	Queens.	Restigouche.	St. John.	Sunbury.	Westmorland.	York.
1881, .....	35	69	66	21	30	45	..	44	24	22	124	15	31	57
1882, .....	40	56	55	23	21	40	..	41	27	9	117	21	58	56
1883, .....	31	53	59	32	24	38	..	25	23	16	94	24	68	57
1884, .....	31	42	54	17	29	..	..	51	19	20	..	13	48	59
1885, .....	20	62	..	..	17	..	..	38	22	..	135	..	39	51
1886, .....	19	64	46	41	36	50	..	69	18	15	139	..	52	53
1887, .....	37	57	75	38	34	46	..	48	19	..	146	..	92	78
1888, .....	28	44	47	35	..	30	..	66	14	..	145	..	67	72
1889, .....	35	76	52	61	22	46	23	61	..	..	156	..	81	72
1890, .....	..	67	64	44	24	57	37	67	13	29	156	..	76	64
1891, .....	25	73	95	49	..	50	..	64	16	23	161	..	79	79
1892, .....	30	76	64	27	..	49	30	72	18	28	116	..	81	99

#### Dominion and International Teachers' Associations.

The first meeting of the Dominion Educational Association was held in Montreal, from July 5th to 8th inclusive, and was attended by a large number of teachers representing the several provinces of the Dominion. Hon. G. W. Ross, Minister of Education for the Province of Ontario, presided. Addresses were delivered, or papers on the educational questions of the day read, by the President of the Association, and by the Superintendents of Education of Quebec, New Brunswick and Nova Scotia, Sir William Dawson of McGill University, Mgr. Hamel of the University of Laval, Rev. Dr. Adams of Bishop's College, Rev. Dr. Grant of Queen's College, D. J. Goggin, M. A., Principal of the Normal School, Winnipeg, Rev. Abbé Verreault, Principal of Jacques Cartier Normal School, Montreal, Prof. Seth of Dalhousie College, Halifax, J. L. Hughes, M. A., Inspector of Schools, Toronto, S. P. Robbins, LL. D., Principal of McGill Normal School, Montreal, G. U. Hay, Ph. B., Principal of Victoria High School, St. John, John A. McCabe, LL. D., Principal of Ottawa Normal School, J. B. Calkin, M. A., Principal of the Normal School, Truro, N. S., and many others. A delightful *Conversazione* held in the Redpath Museum building, under the auspices of the Venerable President and the Faculty of McGill College contributed largely to the pleasure and intellectual profit of the members of the Association. Though the enrolment of members was, perhaps, not so large as anticipated, no doubt could be entertained of the great educational value of the series of meetings held and the

discussions entered into by so many prominent educationists. Much of the success of this first meeting of the Association was due to the wise arrangements made by the Secretary, Rev. Elson I. Rexford, and the Local Executive Committee, who personally and through their Secretary, the Rev. E. M. Taylor, showed great attention and courtesy to teachers from the other Provinces. Several matters of an interprovincial character were freely discussed and the interchange of opinion on these subjects could not fail to influence the thought of the country to the advantage of educational effort throughout the Dominion, and to promote a spirit of loyal Canadian national unity. It is not proposed to call meetings of the Dominion Association oftener than every other year.

By the formal request of the Dominion Association, I had the honor of conveying its greetings to the National Educational Association of the United States, which convened at Saratoga Springs on the week following the meetings in Montreal. This Association, which is not only national but international in its membership and organization, commands the talents and experience of the leading educational experts of the Continent, and annually draws to its meetings thousands of men and women from every State of the Union and from nearly every Province of Canada. At the opening meeting in Congress Spring Park, the President of the United States delivered to an audience of more than 10,000 people a very effective educational address, and voiced the national sentiment in regard to the necessity of universal education in a free country. By attending as many of the sessions as was possible of the several departments of the Association, by examining the exhibits of school work, apparatus and text books, and by conversation with the representatives of the educational systems of different States, I was enabled to draw a comparison with our own work which I trust may be of some service in aiding me to develop and strengthen our school system, and to suggest improved methods as occasion may require.

---

#### The Summer School of Science.

This is a voluntary organization of teachers which has proved to be of great educational value. It is inter-provincial in its character, drawing its membership, as well as its staff of instructors and managers, from the three Maritime Provinces. Though its proceedings do not come officially under the supervision of the Educational Department, I consider it in the interests of educational progress and efficiency to call the attention of teachers and of the public generally to the advantages which must result from such an association when conducted wisely and judiciously, as I believe this school has been hitherto conducted. I would venture to make a similar remark in regard to THE EDUCATIONAL REVIEW, a monthly periodical devoted to advanced methods

of education, published in the City of St. John under the editorial management of Mr. G. U. Hay, Ph. B., Principal of the Victoria High School. Though the Board of Education has no responsibility and exercises no control whatever in regard to what appears in its columns, yet as I am confident that it exercises a stimulating and wholesome educational influence upon the minds both of the teachers who contribute to its columns and of those who faithfully read its pages, I commend it to the patronage of all who are interested in our school work.

At my request the following report was furnished me for publication by a member of the Executive Committee of the Summer School of Science:

The Sixth Session of the Summer School of Science for the Atlantic Provinces, was held in the Centennial School, St. John, beginning August 1st and ending August 13th. Over sixty students were present, of whom thirty-nine were from New Brunswick. This is the largest attendance since the school became inter-provincial, in the summer of 1890.

On the staff of instructors, New Brunswick was represented by the following: G. U. Hay, Ph. B., St. John, Instructor in Botany; Prof. W. W. Andrews, Mt. Allison, Sackville, Chemistry; J. Brittain, Normal School, Fredericton, Zoology; G. J. Oulton, Dorchester, Assistant in Zoology; A. F. Emery, M. D., St. John, Physiology; Miss M. A. Alexander, St. John, Elocution; G. F. Matthew, M. A., St. John, Geology.

The opening meeting was held on Monday evening, August 1st, His Worship Mayor Peters in the chair. The Annual Address was delivered by the President, G. U. Hay. Addresses were delivered by Chief Superintendent, Dr. Inch, J. V. Ellis, Esq., Hon. Justice King, Rev. Dr. Macrae, Hon. J. W. Longley, Attorney-General of Nova Scotia, and Dr. A. H. MacKay, Chief Superintendent of Education for Nova Scotia.

Work and recreation were combined in a most pleasant way during the session of the school, nearly every afternoon being devoted to field work in natural science in the vicinity of St. John. In addition to this the City Council of St. John entertained the school in an excursion on the St. John River to Gagetown; the New Brunswick Natural History Society united with the school in a field day to Lancaster Beach; and at the close of the school a conversazione was held in the Natural History Society's Rooms.

The next session of the School, which promises to be one of unusual interest, will be held in the Memorial Hall of Mount Allison College at Sackville, during the first and second weeks of July next.

---

### Arbor Day.

Arbor Day was celebrated May 13th, in accordance with the following provisions of Reg. 20-2:

*Arbor Day:* With a view of encouraging the improvement and ornamentation of school grounds, and thereby of cultivating, on the part of the pupils, habits of neatness

and order, and a taste for the beautiful in nature, the Board of Education makes the following provision :

Teachers are hereby authorized, with the sanction of the Trustees, to set apart any Friday that may be deemed most suitable during the months of May or June for the purpose of improving the school grounds and planting thereon trees, shrubs and flowers, such day to be known as "Arbor Day," and when duly observed, credit to be given for it as a lawful teaching day. See Remarks and Notes under Reg. 14.

Arbor Day will be regarded as duly observed when the following conditions are complied with :

(a) That the Friday in May or June which the Inspector shall from year to year recommend to be observed within his Inspectoral District is set apart as Arbor Day.

(b) That Teachers who observe Arbor Day, make within five days thereafter a report to the Inspector of their District, which report shall state the name and number of the District, the date on which the day was observed, what improvements were made to the School grounds, the number of trees planted, number of shrubs, or number of flower-beds made.

(c) That the Inspector forward to the Chief Superintendent a tabular synopsis of the reports of the Teachers within his Inspectoral District, not later than June 30th.

The following table shows the extent of the work done on that day, which was to many pupils one of the busiest, most pleasant and most healthful days of the year :

Inspectoral District.	No. of Districts observing Arbor Day.	No. of Trees.	No. of Shrubs.	No. of Flower-beds.	General Improvement.
No. 1,.....	88	850	127	131	?
" 3,.....	70	587	120	51	70
" 4,.....	123	1000	188	153	71
" 5,.....	67	554	365	92	218
" 6,.....	134	631	158	176	129
*Total 1892	482	3622	958	603	488
" 1891	540	5095	632	617	451
" 1890	436	4040	504	538	337
" 1889	459	4970	417	403	85
" 1888	416	6571	650	393	27

\* For five Inspectoral Districts only.

The Inspector of District No. 2 neglected to make any report.

---

---

### New Edition of the Manual.

The edition of the School Manual of 1887 having been exhausted, the Board ordered the publication of a revised edition. As this has been recently published and distributed to Inspectors, Boards of Trustees, and Teachers, as the law directs, I beg to call attention to the following changes among others:

1. *Re-numbering of Sections of School Act and Amendments:* From Section 1 to Section 109 of the Act the numbering of the sections of the two editions corresponds. Sub-sections embodying the amendments and additions made by the Legislature since 1887 to any of these sections have been introduced in their proper places. From Section 110 to the close the numbering has been changed on account of some of the sections as contained in the former edition having been superseded by later legislation.

2. *Re-numbering of Regulations:* A new Regulation has been introduced as Regulation 10. This necessitated the advancing by one of the numbers of the Regulations as given in the old edition from Regulation 10 onward.

3. Three new Regulations have been introduced as follows:

REGULATION 10.—*Leasing School Buildings:* A lease or other written agreement must pass between the owner, or owners, of any room or building rented for School purposes and the Board of Trustees of the District. Such rooms or buildings, as the case may be, shall be under the supervision and control of the Trustees for School purposes during school hours and at such other times as the necessities of the School may require. Any School-house or School-houses owned by the District shall be first occupied to its or their full seating capacity before additional accomodation shall be leased, unless the Chief Superintendent or the Board of Education, in consideration of special circumstances in any case, shall otherwise order.

REGULATION 44.—*Enrolment of Pupils in Standard I:* No pupil shall be enrolled (except by transfer) for admission to Standard I. later than two weeks after the opening of the School in any Term.

### UNIVERSITY MATRICULATION AND GRAMMAR SCHOOL LEAVING EXAMINATIONS.

It has been deemed advisable to establish at various central stations throughout the Province a system of examinations for the following purposes, among others:

1. To test by a uniform examination the work done in the Grammar and other High Schools, and thus afford a stimulus to greater efficiency by creating a healthy competition.

2. To grant to pupils when leaving the Public Schools, after having completed a definite course of study, a certificate of scholarship and training vouched for by public examiners and sanctioned by official authority.

3. To encourage secondary education and so prepare a larger number for matriculation annually into the University.

4. To establish a close and vital connection between the Public School system and the Provincial University.

The following Regulation providing for the conduct of these examinations has been authorized both by the Board of Education and the Senate of the University of New Brunswick :

**REGULATION 45.**—*Grammar School Leaving Examinations and University Matriculation Examinations:* Junior and Senior Leaving Examinations from Grammar and High Schools, and Junior and Senior University Matriculation Examinations, shall be held each year at the same places and the same time as the Normal School Entrance Examinations (See Reg. 31, 3. (1) \* in accordance with the following provisions :—

1. *Joint Board.*—These examinations shall be conducted by means of a Joint Board consisting of the Chief Superintendent of Education, two members appointed by the Board of Education and two members appointed by the Senate of the University—the appointments to be made as soon after the first day of January in each year as is practicable. The Chief Superintendent shall be chairman of the Joint Board. In case of any vacancy occurring on the Board the appointing body in whose representation the vacancy occurs may fill the same for the remainder of the term.

2. *Appointment of Examiners.*—The Joint Board shall appoint Examiners to prepare the Examination Papers for both the Leaving and Matriculation examinations, but such examiners shall not exceed six in number. The Joint Board shall also appoint such Associate Examiners as may be necessary, for the reading of the answer papers of the Candidates at the said examinations.

3. The Examiners shall be selected from persons qualified by experience as Teachers in either a University or a Grammar or other High School to set papers suitable for Candidates at such examinations.

4. The Associate Examiners shall be selected from a list of Graduates of Universities in the British Dominions actually engaged in teaching, such list to be furnished by the Chief Superintendent and to contain the names of at least double the number of Associate Examiners required.

5. *Duties of Examiners.*—The following shall be the duties of the Examiners :—

(a) To elect at the first meeting a Chairman from their number who shall retain his right to vote as a member of the Board.

(b) To assign at the first meeting the subjects of Examination to the different members, to arrange for having the manuscript of the examination papers in the hands of the Chief Superintendent at such dates as he may determine, and to fix the hours and order of work.

(c) To revise and approve of all examination papers, to assign values to the questions, and to give, as far as possible, instructions to Candidates at the head of each paper.

(d) To supervise the work of the Associate Examiners and to settle such questions connected therewith as may be referred to them.

\* Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine, on the first Tuesday of July, beginning at 9 o'clock in the forenoon.

(e) To settle the results of the examinations in accordance with the standards and regulations of the Board of Education and the Senate of the University respectively.

(f) To decide and report to the Chief Superintendent upon all appeals.

6. *Duties of Associate Examiners.*—(a) The Associate Examiners shall be classified into sections according to the Subjects of Examination. An examiner shall have general oversight of the work done by each section, and shall spend so much of his time as may be necessary in revising the work of his Associate Examiners with a view to remove clerical errors and secure practical uniformity in valuing the answers. If he shall deem a personal meeting necessary he may summon the members of the section to meet at such time and place as he may appoint.

(b) The Associate Examiners of each section shall, by correspondence or otherwise, arrive at a consensus of opinion as to the valuation of answers, especially of partial or imperfect answers.

(c) When a section finds that the values assigned to the questions on the examination papers are unsatisfactory, or when it is evident that the Examiner has not followed the Course of Study prescribed by the Board of Education or the Curriculum of the University, it shall report to the Examiner presiding over the section. In cases of suspected copying, the Associate Examiner shall note on the face of the envelope "Copying, see No. — question —."

(d) For each mis-spelt word and for each instance of bad English, one half of one mark shall be deducted from the marks obtained in each subject.

(e) At all the examinations in Arithmetic, either Arithmetical or Algebraic solutions shall be accepted.

(f) In reading the papers each Associate Examiner shall mark distinctly, in the left hand margin, the value assigned by him to each answer or partial answer, shall sum up the total on each page at the foot of the margin, and shall place the result on the face of the envelope, indicating the deductions for mis-spelt words and incorrect English thereon, thus, e. g. History 75—3 sp. — 2f's. = 70, and initialing the envelope of each paper examined.

7. *Examination Papers.*—(a) There shall be one set of Examination Papers prepared for the Junior Leaving and the University Junior Matriculation Candidates, in so far as the subjects required are common to both. Each such paper shall be arranged in three divisions, marked A, B and C. The Candidates for Matriculation shall answer the questions in divisions A and B; and the other candidates shall answer the questions in B and C. A similar arrangement will be made in reference to the Examination Papers for the Candidates for Senior Leaving and Senior Matriculation.

(b) The subjects, number and relative values of the papers for the Junior Examinations shall be based from year to year on the authorized Courses of Study in Standards IX and X for Grammar Schools and the Pass requirements for Matriculation at the University.

(c) The subjects, number and relative values of the papers for the Senior Examinations shall be based from year to year on the authorized Courses of Study in Standards XI and XII for Grammar Schools and the requirements for Senior Matriculation at the University.

8. *Leaving Examinations.*—In addition to Reading, Drawing and Book Keeping, the subjects of examination for the Junior Leaving Examinations shall consist of English Grammar and Analysis, English Composition, English Literature, History and Geography, Arithmetic and Mensuration, Algebra and Geometry, Natural History and Agriculture, with Latin or French, or Physics and Botany, or Physiology and Hygiene; and for the Senior Leaving Examinations of English Grammar and Rhetoric, English Composition, English Literature, History and Geography, Algebra, Geometry, Trigonometry, Land Surveying and Navigation, Natural Philosophy, with Latin and Greek, or Latin and either French or German, or French and German, or Chemistry and Physics and Botany and Zoology, or Physics and Chemistry with either Latin, or French or German.

9. *Matriculation Examinations.*—All Candidates for Junior Matriculation shall take the pass subjects in Latin, Mathematics, English, History and Geography, and in one of the following (a) Greek (b) French and Natural Science; Candidates for Senior Matriculation shall take in addition the pass subjects of the Freshman Year in Latin, Mathematics, English, History and Geography, Natural Science, and in one of the following (a) Greek, (b) French, (c) German.

10. *Pass Standard.*—Any Candidate who obtains one third of the marks in each paper and one half of the aggregate marks obtainable, shall be entitled to the certificate for which he has been examined. Any Candidate who obtains one half of the marks in each paper and three-fourths of the aggregate marks obtainable shall be entitled to an Honor Certificate.

11. Holders of the Junior Leaving or Junior Matriculation Examinations shall be admitted to the Normal School without being required to pass the usual entrance Examinations; Certificates of having passed the Senior Leaving or Senior Matriculation Examination shall be accepted *pro tanto* in the Normal School closing Examinations for License.

12. *Supervision of Examinations.*—(a) Whenever practicable, the Inspectors shall supervise the Examinations within the limits of their respective Inspectorates. When additional Supervising Examiners are required within the limits of any Inspectorate, the Inspector of that District shall appoint, with the approval of the Chief Superintendent, one month before the date of the examinations, one or more Supervising Examiners. In case of the failure of the Inspector to make the appointments at the time indicated, the Chief Superintendent shall make the appointments.

(b) The Inspector shall not appoint as Supervising Examiner any teacher employed in a school from which there is any Candidate at such examination, or any person who has taken part in the instruction of any of the Candidates; nor shall any person, except the examiners, be present with the Candidates in any room at such examination; and at least one Examiner shall be present during the whole time of the Examination in each room occupied by the Candidates.

(c) Every Inspector shall send to the Education Department at Fredericton, not later than the 26th day of May a list of the Candidates with the fees paid by each.

(d) Each Inspector, or such other person as may be appointed by the Chief Superintendent, shall himself, in person, receive from the Department, or the Inspector, the



examination papers, and shall thereupon be responsible for the safe keeping of the parcel containing the same, unopened, until the morning of the first day of the examination.

13. (a) *Duties of Supervising Examiners.*—The Supervising Examiners shall allot places to the Candidates so that they shall be so far apart from each other as to guard against copying. A number shall be assigned to each Candidate corresponding to the number placed opposite his name on the certified list of the Candidates. All books, diagrams or maps having reference to the subjects of examination shall be removed from the room; all arrangements shall be completed and the necessary stationery distributed at least ten minutes before the time appointed for the commencement of the examination.

(b) Punctually at the time appointed for the commencement of each examination, the Supervising Examiner shall, in the examination room and in the presence of the Candidates and other Examiners (if any) break the seal of the envelope containing the Examination papers, and give them to the other Examiners and the Candidates. The papers of only one subject shall be opened at one time.

(c) Should any Candidate be detected in talking or whispering, or in copying from another, or allowing another to copy from him, or in having in his possession, when in the room, any book, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the Supervising Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such Candidate at once to leave the room; nor shall such Candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Chief Superintendent.

(d) Punctually at the expiration of the time allowed the Examiner shall direct the Candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

(e) The Examiner shall keep upon his desk the certified list of the candidates, and as each paper in any subject is handed in, he shall check the same by entering the figure 1 opposite the name of the Candidate on the form provided. After the papers are handed in the Examiner shall not allow any alterations to be made in them, and he shall be responsible for their safe keeping until transmitted to the Education Department, or placed in the hands of the Inspector or other person appointed to receive them.

(f) *Reading.*—The Examiner shall conduct an oral examination in reading at the time arranged in the Programme. Each Candidate shall read at least twenty lines in prose and twenty lines in poetry from passages previously selected by the Examiner, and shall also read a passage of equal length, selected by himself from any book which he may bring into the room for the purpose. The Examiner in estimating the value of the Reading shall pay special attention to pitch, distinctness of enunciation, ease and natural expression, and, by asking easy questions, shall determine whether the Candidate has read intelligently. He shall forward with the other papers to the Department a report of the marks in Reading assigned to each Candidate—100 being taken as the maximum.

(g) At the close of the examination on the last day, the Supervising Examiner shall secure in a separate parcel the fastened envelopes of each candidate, and on the

same day shall forward by express, or deliver to the Education Department the package containing all the parcels thus separately secured in the order in which they are numbered. He shall, at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also a certificate that he has been satisfied as to the personal identity of each candidate.

(14). *Notice by Candidates*.—Every person who purposes to present himself at the Junior or Senior Leaving Examination, or at the Junior or Senior Matriculation Examination, shall send to the Inspector within whose inspectoral district he intends to write, not later than the 24th of May preceeding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied by a fee of \$2.00. In case a candidate fails to pass he will be admitted to any future annual examination without the payment of an additional fee.

(15) *Duties of Candidates*.—The following shall be the duties of candidates :

(a) Each candidate shall satisfy the presiding Examiner as to his personal identity before the commencement of the second day's examination.

(b) Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretense whatever, to enter the room after the expiration of an hour from the commencement of the examination.

(c) No candidate shall leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

(d) Every candidate shall conduct himself in strict accordance with the regulations. Should he give or receive any aid, or extraneous assistance of any kind, in answering the examination questions, or if he leave his answers exposed so that any candidate may copy from him he will forfeit any certificate he may have obtained.

(e) Every candidate shall write the number assigned him by the Examiner and the subject of examination very distinctly at the top of each page of his answer papers. If a candidate writes his name or initials, or any distinguishing sign or mark on his answer papers by which his identity might be disclosed they will be cancelled.

(f) Candidates, in preparing their answers, shall write on one side only of each sheet, and shall mark the sheets in each subject in the order of the questions, as 1st, 2nd, 3rd, etc., and on the last sheet shall write distinctly the total number of sheets enclosed in the envelope, fold them, place them in the envelope provided by the department, write on the outside of the envelope the subject of examination only, and his number as assigned by the Examiner.

(g) Each candidate at the Botany examinations shall provide himself with a drawing pencil, a hand-lens and a sharp knife.

(16) *Appeals*.—Candidates may claim to have their papers re-read upon the following conditions :—

(a) The appeal or claim must be in the hands of the Chief Superintendent of Education on or before the 15th day of September; and the ground of the Appeal must

be specifically stated. No appeal shall subsequently be entertained on any ground whatever.

(b) A deposit of Two Dollars must be made with the Department, which deposit will be returned to the Candidate if his appeal or claim is sustained.

17. *Remuneration of Examiners, etc.*—Examiners shall receive Two Dollars for each session of the Board of Examiners, and Five Dollars for each examination paper prepared. Associate Examiners shall receive ten cents for each paper examined and estimated. Supervising Examiners shall receive Three Dollars per day for each day of the Examination, together with their actual travelling expenses.

Actual travelling expenses to and from their homes will be allowed to Examiners and Associate Examiners who do not reside in Fredericton, in cases in which it may be thought necessary by the Chief Superintendent or the Chairman of the Board of Examiners to have a meeting in Fredericton for purposes of consultation.

#### SYLLABUS OF EXAMINATIONS.

4. *Syllabus of Normal School Entrance and Closing Examinations for License*: Modifications and additions have been made as follows:

REGULATION 32.—(1) *Normal School Entrance Examinations*: These shall include the following subjects for all classes, viz.: Reading, Spelling, Writing, English Grammar and Composition, Geography, History, Arithmetic (including the keeping of accounts), and Elementary Natural History. \*Candidates for the First and Second Classes will also be required to pass examinations on the First Book of Geometry (Hamblin Smith's), and on Algebra, including the Elementary Rules and Simple Equations of one unknown quantity.

REMARK.—The examination papers on the above subjects will be graded as to extent and difficulty according to the class of License applied for by the Candidates respectively. For example, Candidates for the *Third Class* will be examined on the Outlines of Canadian and British History, the General Geography of North America and Europe with the Geography of New Brunswick in detail (including the drawing from memory of an outline map of the Province), the Elementary Arithmetic as prescribed, and the Common Minerals and Plants of New Brunswick, as contained in Bailey's Elementary Natural History.

Candidates for the *Second Class* will be required to show a more extensive knowledge of Grammar, History and Geography (particularly of the several Provinces of the Dominion of Canada), of the Minerals, Plants and Animals of New Brunswick as contained in Prof. Bailey's Natural History, advanced Arithmetic to the end of Compound Interest, and the keeping of Accounts by Single Entry.

Candidates for *First Class* will be required to have an intelligent acquaintance with Prescribed Text Books (including that on General History) except as limited by the above Regulation in regard to Geometry and Algebra.

(2) *Closing Examinations*: The following shall be required of all Candidates:

(a) *The School System*.—To be familiar with the leading principles of the School Law of New Brunswick and the Regulations of the Board of Education.

\*Female Candidates for Second Class will not be required to pass the examinations in Geometry and Algebra until the year 1895.

(b) *School Management*.—To have a knowledge of School organization, as applied under the law of New Brunswick, the classification of pupils, the arrangement of studies, the objects and means of discipline, the necessity and means of adequate ventilation of School-rooms, and suitable means of securing the comfort of the pupils.

(c) *Teaching*.—To have a knowledge of Method, and to be able to exemplify the same by notes of lessons on any given subject of instruction.

(d) *Industrial Drawing*.—To show a practical acquaintance with the Manual and Drawing Books prescribed by the Board, and to sketch familiar objects exhibited as models at the time of examination.

(e) *Reading and Elocution*.—To read both prose and verse so as to give a correct and effective expression of the thoughts and sentiments of the passages selected, and to be familiar with the principles and rules of Vocal Expression as contained in the prescribed Manual.

(f) *Temperance and other Conditions of Health*.—To be familiar with the prescribed Texts on Temperance and the General Conditions of Health as required by the Course of Instruction.

(g) *Domestic Economy*.—As contained in the prescribed Text Book. (For female candidates only.)

REMARK.—The questions set in the foregoing subjects will be graduated according to the class of license applied for.

#### ADDITIONAL REQUIREMENTS FOR HIGHER CLASSES.

##### CLASS II.

ENGLISH LANGUAGE.—Meiklejohn's English Language; Parts I. and II.

\* MATHEMATICS.—Books I and II of H. Smith's Geometry, and the prescribed Text Book in Algebra to the end of Simple Equations.

NATURAL SCIENCE: *Botany*.—Plant Analysis, Characteristics of the Buttercup, Cress, Pulse Rose, Aster, Lily, Grass and Buckwheat families.

*Physics*.—As required by the first six standards of the course of Instruction for Schools. *Prescribed Text Books*.

*Agriculture and Chemistry*.—To be familiar with one of the prescribed Texts on Chemistry, and the Text book on Agriculture.

*Physiology and Hygiene*.—Circulation of the blood, Digestion and Respiration, as in prescribed Text Book.

##### CLASS I.

ENGLISH LANGUAGE AND LITERATURE: Meiklejohn's English Language, and the critical study of an English Classic to be announced from year to year.

MATHEMATICS: *Algebra*.—Todhunter's Algebra for Beginners, or other Text Book as may be prescribed. (Until 1895 female candidates will not be required to work papers beyond Simple Equations.)

*Geometry*.—Books I, II, III, IV and VI of H. Smith's Geometry, or other Text Book as may be prescribed. (Until 1895 female candidates will not be required to take Book VI.)

\* Female candidates for Class II not required, before 1895, to pass in Algebra and Geometry.

*Practical Mathematics*.—Right and Oblique-Angled Trigonometry, with applications; the Mensuration of Surfaces and Simple Solids. (*Practical Mathematics* will not be required of female candidates until 1895.)

*Book-Keeping*.—To be familiar with Book-Keeping, as given in the prescribed Text Book.

*Natural Philosophy and Physics*.—Dynamics and Statics. Wormell's *Natural Philosophy* and Hotze's *Physics*. (Female candidates will not be required to work questions involving the principles of Trigonometry.)

*NATURAL SCIENCE: Botany*.—The same as for Class II together with the Determination of ordinary Flowering Plants.

*Chemistry and Agriculture*.—Same as for Class II. Physiology and Hygiene—an intelligent acquaintance with the Prescribed Text Book.

*Latin*. At the closing Examinations in 1895 and thereafter Candidates who may wish to qualify themselves for the Principalship of Superior Schools will be required to pass an examination in Elementary Latin Grammar, and One Book of Cæsar or its equivalent.

#### Requirements for Grammar School Class.

In addition to the requirements of Class I.

*Latin*.—1. The Latin Grammar. 2. To be able to translate and parse any of the following authors: Cæsar—*De Bello Galico*, Books I–III; Horace—*Odes*, Book 1 and *Ars Poetica*; Virgil—*Æneid*, Books I–III; Cicero—*De Senectute* and *Pro Archia*.

*Greek*.—1. The Greek Grammar. 2. To be able to translate and parse accurately any of the following authors: Xenophon—*Anabasis*, Books I–II; Homer—*Iliad*, Books I–III; Euripides—*Alcestis*.

*History*.—To have a good knowledge of Grecian and Roman History.

*Geography*.—To know the ancient Geography of Greece and Italy.

*Mathematics*.—1. Plane and solid Geometry (Hamblin Smith); 2. Spherical Trigonometry (Wentworth's); 3. Algebra (Todhunter's *Advanced Algebra*, or an equivalent).

*Chemistry*.—General Chemistry. The prescribed texts.

*Botany and Physiology*.—An intelligent acquaintance with the prescribed texts.

REMARK 1.—Equivalents for the Latin and Greek subjects may be allowed on application to the Chief Superintendent at least six weeks before the date of the examinations.

REMARK 2.—Candidates for Grammar School License will be allowed the privilege, upon application to the Chief Superintendent six weeks before the date of examinations, of being admitted to examinations on a stated part only of the subjects of the syllabus. Examinations on the remaining subjects must be passed the following year. No certificate shall be issued until all the requirements have been met.

---

5. *Other Changes.*—A change in the form of contract between Teachers and Trustees, a modification of the course of instruction in the Normal School, and several verbal changes elsewhere, will, it is hoped, be found to be improvements. Special effort has been given to make the Index more complete and useful than the Index of the former editions.

---

#### Change of Boundaries of Inspectoral Districts.

The inconvenience and practical difficulties which resulted from the grouping of the Counties of Kent, Victoria and Madawaska into one Inspectoral District, led the Board of Education at its session in December last to revise the boundaries of four of the Districts. These changes took effect on the first day of January, 1893. The Inspectoral Districts are now the following:

##### DISTRICT No. 1.

The Counties of Restigouche, Gloucester and Northumberland.

##### DISTRICT No. 2.

The Counties of Kent and Westmorland.

##### DISTRICT No. 3.

The County of Albert, the County of Kings except the Parishes of Westfield and Greenwich, and the County of Queens except the Parishes of Canning, Gagetown, Hampstead and Petersville.

##### DISTRICT No. 4.

The Counties of St. John and Charlotte, and the Parishes of Westfield and Greenwich in Kings County.

##### DISTRICT No. 5.

The County of York except the Parishes of Canterbury and North Lake, the County of Sunbury, and the Parishes of Canning, Gagetown, Hampstead and Petersville in Queens County.

##### DISTRICT No. 6.

The Counties of Carleton, Victoria and Madawaska, and the Parishes of Canterbury and North Lake in York County.

---

#### Appendices.

I beg to direct special attention to the Appendices, in which will be found interesting and instructive reports from the Chancellor of the University of New Brunswick, the Principal of the Normal School, the Inspectors, the

---

Boards of Trustees of cities and incorporated towns, the Principal of the Institution for the Education of the Deaf and Dumb, and the Principal of the Halifax School for the Blind.

These reports give details in regard to the several Institutions and departments from which they emanate.

#### THE UNIVERSITY.

The letter of the Hon. Senator Wark, included in the report of the Chancellor is worthy of the practical consideration of the Legislature, and of the patrons and alumni of the University everywhere. If the University is to grow in efficiency and in the confidence of the public, it must be more generously endowed. The munificent liberality, both from public and private sources, which, during recent years, has been directed towards the strengthening of the older universities on this continent, and the endowment and equipment of new ones on a scale hitherto unattempted, renders it all the more necessary that some method should be devised by which the University of New Brunswick shall be placed in a position to stand at least the equal in every respect of those Institutions with which it is brought into more direct comparison and competition. The endowment of additional chairs, as Senator Wark suggests, is very desirable; but what, in my opinion, is of greater urgency at the present time is to provide adequate salaries for the occupants of the chairs which have been already established.

#### THE INSPECTORS' REPORTS.

These reports give some very interesting details in regard to the Districts. While hopeful in tone, they do not fail to point out the fact that there still exists, after more than twenty years' operation of the Free Schools Act, great need of increased enlightenment in the minds of many ratepayers and Trustees in regard to the essential conditions of success in the schools. I regret that too many instances still occur of narrow and parsimonious views, even where the financial condition of the Districts would warrant an adequate provision for the maintenance of efficient schools. Factional disputes in some localities paralyze every effort to promote the educational welfare of the community, and the gratifying of personal animosity occasionally weakens or entirely closes the school, to the irreparable loss of the children who are thus permitted to grow up in comparative ignorance. The importance of electing the best men in each community to the office of School Trustee cannot be over estimated. Every ratepayer should regard it as a sacred duty to attend the annual meeting and use his efforts in behalf of the children's best interests. The law invests the Board of Trustees with large powers, and these should be exercised faithfully, firmly, constantly, and without regard either to the clamor of fault-finders or the personal interests of those who allow selfish considerations to over-rule the general good. A studious observance of the provisions

of the School Manual on the part of the Trustees would prevent many a difficulty.

Inspector Whelpley directs attention to the need of a thorough revision of the boundaries of school districts. I regret to know that in the Counties of Victoria and Madawaska even a more pressing need for an extensive revision exists than in the Counties included in Mr. Whelpley's Inspectorate. Though scarcely a meeting of the Board of Education has been held for many years at which the revision of boundaries has not formed a considerable part of the business transacted, yet it is becoming more apparent year after year that more general changes are required than can be effected by the unaided efforts of the Inspectors, unless they are relieved from other duties required of them by statute and regulation.

Most of the Inspectors make encouraging reports in regard to improvements in the general appearance of school buildings and premises, and in the supply of modern furniture, apparatus, books for school libraries, etc. These improvements have often been made at the suggestion and with the aid of the teachers, who have in this excellent way not only contributed towards the efficiency of the school but strengthened their own influence in the community. It is to be hoped that the Inspectors will soon find it unnecessary to bring a pressure to bear upon the Trustees and Ratepayers of any District to induce them to provide suitable buildings and equipments for the schools.

I regret that circumstances beyond my control deprived the Counties of Kent, Victoria and Madawaska of adequate Inspectoral Supervision for a portion of the year, and that there is consequently no Inspector's Report from that District. Arrangements made at the beginning of the present school year will, I have every reason to hope, prove satisfactory and prevent the recurrence of a similar state of affairs.

#### REPORTS OF BOARDS OF TRUSTEES OF CITIES AND TOWNS.

These reports furnish complete information, both educational and financial, of the work in Cities and Towns organized under the provisions of Sections 104 and 105 of the School Act. They indicate progress in almost every respect, and show on the part of the several Boards of Trustees an appreciation of the importance of the duties entrusted to them, and a praiseworthy effort to discharge these duties effectively.

#### INSTITUTIONS FOR THE BLIND, THE DEAF AND DEAF-MUTES.

The painfully interesting reports from these Institutions will be read with interest. The Legislature, in making provision for the free education of these unfortunates classes, discharged a duty not only of charity but of simple justice. Notwithstanding the public grants to these schools, I am assured that



---

there is still occasion for the exercise of increased private liberality in their behalf.

The diminution during the last two terms of the County fund apportionment to the Common Schools of several of the Counties is due principally to the fact that the grants to the Blind Asylum and the School for the Deaf and Dumb are a first charge upon the County fund of the Counties to which the pupils of these Institutions belong. The Counties most affected in this respect were Kings, Westmorland, Albert, Kent and St. John.

---

### Suggestions.

Among the duties assigned to me by statute, is "to offer suggestions on educational subjects." In addition to suggestions made in my last Annual Report in reference to Grammar Schools, and others embodied in the foregoing parts of this report, I beg respectfully to recommend the establishing, at as early a date as practicable, of a Kindergarten department in connection with the Provincial Normal and Model Schools. I do not propose to fix the limit of school age below its present limit of five years, or to make the support of Kindergarten schools throughout the Province a charge upon the public revenues. Such a proposal would be objectionable, for it is only in the cities and centres of population that Kindergartens could be maintained, and it might be urged with reason that the support of local or sectional schools should depend chiefly, if not altogether, upon private enterprise. But I am convinced from observation of Kindergarten work outside of our own Province, and from a study of the principles which underlie Kindergarten methods, that these methods should be closely followed in the earlier grades, at least, of our primary school work. To give the pupil-teachers at the Normal School a practical insight into these principles and methods could not fail to make them better teachers in all the grades, and would, in my opinion, tend not only to make the schools more attractive to the children, but also to develop in them keen powers of observation in regard to form, color, order, symmetry, etc., to cultivate manual dexterity, and to quicken at the same time all the intellectual processes.

The expense of a Kindergarten department need not exceed \$750 per annum, and if it should be thought proper to charge a small fee for the admittance of children to the Model School of this department, the charge upon the public funds might be still less than the sum named.

I have the honor to be,

Your Honor's most obedient servant,

JAMES R. INCH,  
*Chief Superintendent of Education.*

---

PART II.

---

STATISTICAL TABLES.

---



TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING JUNE 30TH, 1892. PRELIMINARY.

COUNTIES.	SECOND TERM CLOSED 31ST DECEMBER, 1891.				FIRST TERM CLOSED 30TH JUNE, 1892.				YEAR ENDING 30TH JUNE, 1892.			
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Second Term, that were without Schools in the First Term.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	Pupils in attendance at Schools within the year.	Total No. of different Pupils in attendance at Schools within the year.
Albert, .....	64	64	2,069	61	62	2,128	351	192	13	7	2,646	2,646
Carleton, .....	136	137	4,017	139	140	4,762	894	380	12	16	5,344	5,344
Charlotte, .....	138	140	4,545	136	140	4,983	681	247	10	8	5,495	5,495
Gloucester, .....	90	94	3,679	93	100	3,986	621	160	3	5	4,493	4,493
Kent, .....	110	112	3,913	104	105	3,973	570	226	9	5	4,791	4,791
Kings, .....	145	147	4,073	154	158	4,841	850	516	12	22	5,558	5,558
Madawaska, .....	38	38	1,516	41	42	1,815	241	353	6	8	2,123	2,123
Northumberland, .....	125	133	4,646	116	125	4,918	611	100	9	3	5,478	5,478
Queens, .....	89	91	2,173	86	89	2,447	475	278	16	13	2,960	2,960
Restigouche, .....	39	44	1,402	37	40	1,522	300	...	2	..	1,724	1,724
Saint John, .....	198	218	8,618	192	217	8,476	675	98	7	4	9,406	9,406
Sunbury, .....	39	39	872	37	37	1,006	185	64	6	3	1,136	1,136
Victoria, .....	42	43	1,153	38	40	1,349	265	116	11	4	1,549	1,549
Westmorland, .....	176	185	7,736	180	192	8,261	1,165	371	8	11	9,311	9,311
York, .....	175	189	5,805	171	182	6,319	884	162	14	8	6,895	6,895
New Brunswick, .....	1,604	1,674	56,217	1,585	1,669	60,786	8,768	3,263	138	117	68,909	68,909
Cor. Terms, 1890-91, ..	1,557	1,641	55,622	1,536	1,632	59,568	9,468	3,482	147	129	68,992	68,992
Increase, .....	47	33	595	49	37	1,218	700	219	..	..	..	..
Decrease, .....	..	..	...	..	..	...	...	...	9	12	83	83

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1892  
Part One.—The Second Term closed 31st December, 1891.

COUNTIES.	No. of pupils at School this Term.	Proportion of the popu- lation at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.					Grand total days' at- tendance made by the pu- pils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present time in Session per hund- red enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.					
Albert, .....	2,069	1 in 5.95	9	1,961	99	1,076	993	114,382½	1,207	1,136	58.33	54.90
Carleton, .....	4,017	1 in 5.81	27	3,770	220	1,932	2,085	223,126	2,450	2,235	60.90	55.63
Charlotte, .....	4,545	1 in 5.73	13	4,374	158	2,331	2,214	243,431½	2,928	2,492	64.62	54.82
Gloucester, .....	3,679	1 in 5.87	25	3,548	106	1,859	1,820	198,440	2,126	2,072	57.78	56.31
Kent, .....	3,913	1 in 5.78	33	3,786	94	1,952	1,961	208,928½	2,214	2,119	56.58	54.15
Kings, .....	4,073	1 in 6.28	18	3,841	214	2,107	1,966	210,766	2,289	2,122	56.19	52.09
Mada-waska, .....	1,516	1 in 5.72	19	1,468	29	726	790	91,134½	933	920	61.54	60.75
Northumberland, .....	4,646	1 in 5.40	30	4,494	122	2,390	2,256	266,53½	2,899	2,766	62.39	59.53
Queens, .....	2,173	1 in 6.45	5	2,035	133	1,117	1,056	110,461½	1,223	1,093	56.28	50.29
Restigouche, .....	1,402	1 in 5.03	4	1,346	52	698	704	80,645	877	868	62.55	61.91
Saint John, .....	8,618	1 in 6.14	11	8,330	277	4,417	4,201	567,936	6,480	6,270	75.19	72.75
Sunbury, .....	872	1 in 7.62	6	817	50	458	414	45,795½	511	452	58.60	51.82
Victoria, .....	1,153	1 in 6.07	11	1,101	41	596	557	52,792½	595	525	51.60	45.53
Westmorland, .....	7,736	1 in 4.87	49	7,371	316	4,021	3,715	426,302½	4,842	4,707	62.57	60.84
York, .....	5,805	1 in 5.23	34	5,546	225	2,779	3,026	335,762½	3,629	3,456	62.51	59.53
New Brunswick, .....	56,217	1 in 5.71	293	53,788	2,136	28,459	27,768	3,176,438½	35,203	33,233	62.61	59.82
Cor. Term, 1890, .....	55,622	1 in 5.77	318	53,125	2,179	27,964	27,658	3,029,384	33,512	31,906	60.49	57.36
Increase, .....	595	1 in 539.88	25	663	43	495	100	147,054½	1,691	1,327	2.12	2.46
Decrease, .....	...	.....	...	...	...	....	....	.....	....	.....	...	...

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30th JUNE, 1892.

Part Two.—The First Term closed 30th June, 1892.

COUNTIES.	No. of pupils at School this term.	Proportion of the population at School this Term (Census of 1891.)	AGE AND SEX OF PUPILS.				Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.				
Albert, .....	2,128	1 in 5.10	7	1,960	161	1,162	966	144,336	1,215	57.24	53.61
Carleton, .....	4,762	1 in 4.73	37	4,222	503	2,462	2,300	306,340½	2,668	56.23	50.06
Charlotte, .....	4,983	1 in 4.76	16	4,571	396	2,673	2,310	338,198	2,953	59.26	52.03
Gloucester, .....	3,986	1 in 6.24	17	3,731	238	2,074	1,912	265,347	2,173	54.51	52.23
Kent, .....	3,973	1 in 5.22	77	3,742	154	2,008	1,965	239,010	2,040	51.34	47.14
Kings, .....	4,841	1 in 4.76	13	4,380	448	2,639	2,202	301,829	2,499	51.62	47.92
Madawaska, .....	1,815	1 in 5.79	22	1,726	67	926	889	126,488	1,109	61.10	51.37
Northumberland, .....	4,918	1 in 5.22	21	4,709	188	2,595	2,323	328,318	2,751	55.93	52.05
Queens, .....	2,447	1 in 4.96	17	2,152	278	1,337	1,110	149,720	1,301	53.16	47.59
Restigouche, .....	1,522	1 in 5.45	10	1,409	103	803	719	107,763½	879	57.75	53.48
Saint John, .....	8,476	1 in 5.84	3	8,258	215	4,319	4,157	712,683	5,915	69.90	68.61
Sunbury, .....	1,006	1 in 5.72	7	903	96	541	465	62,946½	545	54.17	47.01
Victoria, .....	1,349	1 in 5.71	14	1,231	104	732	617	74,292½	666	49.36	43.06
Westmorland, .....	8,261	1 in 5.02	45	7,750	466	4,445	3,816	553,312	4,793	58.01	54.44
York, .....	6,319	1 in 4.90	27	5,868	424	3,251	3,068	420,590½	3,713	58.75	50.56
New Brunswick, .....	60,786	1 in 5.28	333	56,612	3,841	31,967	28,819	4,131,174½	35,220	57.94	53.45
Cor. Term, 1891, .....	59,568	1 in 5.39	284	55,227	4,057	31,196	28,372	3,955,310½	34,394	57.73	52.40
Increase, .....	1,218	1 in 263.76	49	1,385	...	771	447	175,864	826	...	1.05
Decrease, .....	....	....	..	....	216	....	....	....	....	....	....

TABLE III. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1892.

Part One.—The Second Term closed 31st December, 1891.

## NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTRIES.	Physical Exercises.	Oral Lessons on Moral, &c.	Sewing.		Knitting.		READING—SPELLING—RECITATION.								COMPOSITION.								GRAMMAR AND ANALYSIS.								HISTORY.							
			Sewing.	Knitting.	STANDARD.								STANDARD.								STANDARD.								STANDARD.									
					38								39								40								41									
					I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII		
Albert, .....	1589	1779	...	488	807	817	984	271	65	62	57	487	377	356	348	384	64	69	50	241	306	237	53	00	50	312	266	58	69	60	50	60	60					
Carleton, .....	3375	3514	...	871	725	724	719	534	179	107	115	684	686	707	725	508	178	107	115	438	556	502	174	107	115	616	623	172	108	114	114	114	114	114				
Charlotte, .....	3404	3152	...	982	827	814	811	534	210	162	115	885	822	810	808	524	221	160	115	459	556	467	221	160	115	652	589	221	160	214	214	214	214	214				
Gloucester, .....	3081	3103	11	1589	790	606	411	141	80	25	25	1359	745	689	392	164	77	25	25	470	329	125	79	25	25	30	374	154	74	35	25	25	25	25				
Kent, .....	3290	3385	87	86	891	679	457	206	60	53	43	1111	872	867	474	209	69	63	43	512	372	204	62	63	20	473	211	59	53	53	53	53	53	53				
Kings, .....	3353	3661	49	752	756	867	754	617	105	96	116	769	748	760	766	587	97	100	102	506	667	578	102	104	102	783	464	109	92	112	112	112	112	112				
Madawaska, .....	769	905	37	12	309	251	113	31	17	11	1	562	233	784	113	443	17	1	1	138	90	31	22	11	1	91	89	17	8	1	1	1	1	1				
Northumberland, .....	3981	4327	57	1179	1070	780	745	448	102	117	101	1104	1008	780	742	443	162	127	101	446	529	390	151	127	101	749	440	161	124	101	101	101	101	101				
Queens, .....	1588	1851	20	492	458	450	451	278	8	10	11	407	445	407	453	274	8	10	11	850	451	399	8	10	11	452	250	8	10	11	11	11	11	11				
Restigouche, .....	1383	1198	28	880	809	240	191	151	47	34	28	344	251	253	186	151	47	34	28	123	132	143	46	34	28	193	151	47	34	34	34	34	34	34				
Saint John, .....	8515	8625	2418	1760	1502	1320	1139	1051	763	511	469	1762	1502	1320	1139	1040	749	518	417	180	150	1043	748	511	408	1163	1054	758	511	409	409	409	409	409				
Sunbury, .....	677	1796	...	180	136	166	186	122	14	13	25	116	118	163	186	122	14	13	25	188	178	118	14	13	25	188	120	14	13	25	25	25	25	25				
Victoria, .....	945	1073	...	236	261	208	211	90	32	6	3	247	242	198	201	90	32	6	3	160	186	84	13	25	25	208	120	14	13	25	25	25	25	25				
Westmorland, .....	6510	7132	78	2267	1429	1305	1250	664	339	183	174	1762	1357	1259	1146	639	320	169	181	607	735	639	310	200	174	1029	614	323	106	174	174	174	174	174				
York, .....	4775	5058	28	1386	1049	984	999	653	215	153	143	1286	1004	985	999	653	215	153	145	542	798	607	193	153	145	852	650	214	143	143	143	143	143	143				
New Brunswick, .....	46575	50689	2990	15068	10009	9671	8840	5771	2292	1588	1896	18836	10462	9474	8691	5704	2290	1540	1892	5308	6074	5437	2196	1588	1853	5090	5504	2287	1657	1483	1483	1483	1483	1483				
Cor. Term, 1890, .....	47674	48866	4112	15070	10925	9522	8579	5730	2091	1884	1256	13936	10616	9357	8626	5665	2501	1684	1232	5294	5749	5489	2158	1588	1108	7730	5706	2293	1066	1211	1211	1211	1211	1211				
Increase .....	1054	...	...	149	201	41	201	...	...	...	...	652	...	117	168	49	59	...	100	...	14	325	...	38	...	350	...	...	...	...	...	...	...	...				
Decrease .....	496	...	...	21	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			

\* In Country Districts only.

\* In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTIES.	INDUSTRIAL DRAWING.			PRINT-SCRIPT.			WRITING.			SINGING ("Theory" Optional).																						
	43			44			45			46																						
	STANDARD.			STANDARD.			STANDARD.			STANDARD.																						
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	By Rote.	Note.	Note.	Note.	Note.	Note.	Note.	Note.								
Albert, .....	440	357	337	200	257	61	76	71	470	390	364	293	229	368	352	201	57	61	57	325	240	188	183	142	109	50	56	53				
Carleton, .....	822	692	701	684	522	154	107	101	828	718	718	620	459	725	699	528	100	110	115	552	387	407	390	289	109	45	45	39				
Charlotte, .....	973	825	802	807	519	210	130	115	952	831	749	666	586	894	730	524	202	150	115	475	432	428	349	277	97	25	25	11				
Gloucester, .....	1481	796	628	415	184	74	25	25	1500	808	546	355	105	672	430	152	77	25	25	904	525	414	276	16	61	18	38	12				
Kent, .....	1251	796	600	480	203	60	53	43	1440	806	620	437	271	759	496	232	65	53	43	786	453	436	270	116	32	35	36	31				
Kings, .....	518	734	750	705	558	84	59	50	844	754	720	668	463	770	757	591	118	104	101	498	441	459	443	326	59	58	58	54				
Madawaska, .....	381	204	151	86	30	25	11	1	612	369	194	112	31	294	130	44	17	11	1	414	197	146	50	10	11	5	5	4				
Northumberland, .....	1171	1061	774	740	428	161	114	100	1114	1064	755	696	392	774	732	452	163	117	101	715	664	498	441	327	122	59	59	45				
Queens, .....	447	437	400	434	245	8	10	11	482	458	456	363	168	471	446	276	8	10	11	163	170	187	162	89	33	24	28	6				
Restigouche, .....	361	295	251	190	137	47	25	27	339	369	216	172	98	241	191	161	47	34	28	215	164	123	92	65	33	24	28	384				
Saint John, .....	1778	1509	1291	1171	1054	782	518	395	1782	1500	1328	1135	1036	1323	1163	1055	763	511	409	1017	1329	1182	1035	966	737	66	10	9	14			
Sunbury, .....	183	109	157	181	118	12	13	25	182	135	160	164	87	104	188	122	14	13	25	166	166	100	85	66	10	9	9	21				
Victoria, .....	347	354	203	186	188	30	9	24	284	259	203	199	75	215	210	91	32	6	33	181	173	131	137	60	13	16	24	18				
Westmorland, .....	1949	1341	1213	1097	698	276	138	158	2271	1401	1255	1117	645	1466	1089	721	319	188	174	1017	787	678	647	404	16	240	24	102	28			
York, .....	1314	1001	933	867	597	210	130	112	1279	1048	957	865	494	1462	980	553	216	153	143	821	628	612	742	405	172	60	22	63	21			
New Brunswick ..	13616	10391	9201	8342	5518	2194	1458	1258	14388	10789	9241	7892	4789	9998	8949	5753	2298	1546	1381	8849	6962	5989	5308	16	3458	34	1637	24	982	50	893	39
Cor. Term, 1890..	13844	10412	9276	8198	5487	2100	1554	1364	14310	10834	9104	7696	4401	9886	8944	5765	2199	1628	1181	8751	6582	5854	5044	1	13473	1	1649	1	1064	22	698	51
Increase, .....	228	21	15	144	31	94	96	106	78	.....	137	196	338	112	105	42	89	82	200	98	80	135	264	15	33	88	23	72	28	195	12	
Decrease, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	





TABLE III. Part One.—CONTINUED.

COUNTIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.								Color.		AGRICULTURE.			PHYSICS, (Oral.)		PHYSIOLOGY. (Oral.)	LATIN, (Optional.)	FRENCH, (Optional.)
	52								53		54			55		56	57	58
	STANDARD.								STANDARD.		STANDARD.			STANDARD.		STANDARD.	STANDARD.	STANDARD.
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	VII	VIII
Albert,.....	429	364	344	307	231	41	60	57	349	306	267	224	197	146	47	56	1	..
Carleton,.....	671	664	683	672	600	156	77	94	781	618	543	509	260	326	197	106	3	..
Charlotte,.....	819	773	802	704	516	222	149	115	921	744	635	559	269	386	128	84	21	..
Gloucester,.....	1330	696	582	412	146	71	25	25	1253	650	437	290	351	239	96	25	7	17
Kent,.....	1218	772	625	463	202	59	53	43	1206	761	541	403	426	270	80	68	4	213
Kings,.....	651	652	707	740	517	94	91	86	677	590	513	472	358	439	75	83	22	..
Madawaska,.....	439	182	140	97	26	17	11	1	218	109	98	60	75	44	23	11	9	67
Northumberland,.....	1082	1133	773	730	431	159	99	103	1137	984	651	498	375	476	121	98	13	7
Queens,.....	341	395	467	411	262	8	10	11	386	382	345	232	241	249	27	10	14	5
Restigouche,.....	302	248	215	171	140	45	34	28	289	212	99	67	65	75	14	39	20	..
Saint John,.....	1734	1498	1321	1159	943	757	502	394	1747	1494	1279	1052	146	148	727	492	265	..
Sunbury,.....	153	116	160	181	120	14	13	25	176	120	130	131	84	106	4	3	4	6
Victoria,.....	261	247	195	202	88	13	6	26	214	204	140	119	83	84	12	6	2	..
Westmorland, ..	1600	1189	1185	1075	555	312	194	166	1815	1154	904	627	493	439	178	195	6	37
York,.....	1053	875	909	888	578	184	147	143	1078	894	691	633	355	471	145	130	93	..
N. Brunswick,	12083	9802	9108	8311	5255	2152	1471	1317	12227	9182	7273	5836	3778	3961	1872	1442	478	352
Cor. Term, 1890	12044	9837	8903	8185	5569	2074	1545	1170	12274	9101	7126	5890	3915	3827	1921	1450	219	507
Increase, .....	39	..	205	126	..	78	..	147	..	51	147	46	..	134	..	62	259	..
Decrease, .....	..	35	..	..	314	..	74	..	47	..	..	..	137	..	49	..	357	155

\* In Country Districts.



TABLE III. Part Two.—CONTINUED.

COUNTIES.	INDUSTRIAL DRAWING.			PRINT-SCRIPT.			WRITING.			SINGING ("Theory" Optional).									
	43			44			45			46									
	STANDARD.			STANDARD.			STANDARD.			STANDARD.									
	Form.	By Rota.		I	II	III	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
Alpert, .....	364	290	310	337	228	89	83	49	440	355	366	347	213	364	409	278	116	91	50
Carleton, .....	835	718	809	893	812	291	111	110	917	749	833	849	728	820	964	802	202	117	122
Charlotte, .....	972	804	820	909	889	239	161	139	926	846	785	745	477	857	923	696	235	161	153
Gloucester, .....	1303	794	676	595	204	66	50	21	1349	900	676	540	164	703	588	227	93	47	21
Kent, .....	1325	705	684	497	214	95	58	60	1331	825	625	450	197	759	538	248	75	58	60
Kim's, .....	152	857	850	893	717	166	86	100	883	892	848	851	616	886	978	779	177	99	110
Mdawaak, .....	551	251	222	136	55	20	17	12	627	262	278	127	56	367	170	73	23	17	12
M. rthumbert nd, .....	1087	1044	787	747	580	182	161	97	1160	1042	763	786	562	822	778	618	182	161	97
.....	375	337	478	566	306	49	15	15	507	397	434	523	246	461	591	399	62	16	15
.....	332	294	275	240	176	52	29	18	334	303	293	210	113	272	277	104	52	39	18
.....	1675	1473	1363	1183	1066	678	490	381	1693	1474	1340	1168	1036	1356	1194	1068	678	490	381
.....	156	138	188	200	155	27	14	33	202	206	189	88	124	202	206	161	24	14	35
Victoria, .....	253	237	211	234	130	44	9	32	296	294	200	224	113	278	250	139	44	9	32
Westmorland, .....	1925	1335	1311	1264	718	356	182	193	2156	1548	1315	1203	655	1527	1396	855	284	247	203
York, .....	1190	997	968	1070	800	160	170	137	1300	1090	1080	982	683	1091	1139	886	201	181	143
.....	13100	10343	9901	9724	8860	8614	1636	1397	14129	11103	10004	9040	5973	10779	10389	7482	2488	1747	1452
New Brunswick, .....	14069	10629	9949	9847	6743	2944	1081	1187	14324	11003	9936	9082	6123	10897	10280	7319	2295	1829	1291
Cor. Term, 1891, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Increase, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE III. Part Two.—CONTINUED.

COUNTIES	NUMBER—ARITHMETIC.										GEOGR.—ALGEBRA.		GEOGRAPHY.										TEMPERANCE TEACHINGS OF SCIENCE.									
	47										48	49	50										51									
	STANDARD.										STANDARD.	STANDARD.	STANDARD.										ORAL STANDARD.									
	I	II	III	IV	V	VI	VII	VIII			VII	VIII	I	II	III	IV	V	VI	VII	VIII			I	II	III	IV	V	VI	VII	VIII		
Albert, .....	482	354	342	394	285	106	92	49	2	31	56	39	298	204	340	379	266	102	92	49			319	239	274	310	188	52	56	61	55	35
Carleton, .....	925	757	882	967	841	300	101	105	83	124	136	198	634	663	808	941	843	204	102	119			615	551	584	685	505	205	276	153	103	118
Charlotte, .....	961	859	840	918	703	261	101	103	130	114	156	128	732	732	539	904	710	201	181	152			700	678	616	705	612	240	244	207	130	115
Glenchester, .....	1418	882	701	605	207	74	50	21	25	18	53	19	1082	778	675	585	207	75	60	21			1037	617	638	472	141	242	288	68	32	14
Kent, .....	1444	838	683	523	240	60	53	60	30	28	42	37	1134	708	682	601	237	55	53	60			970	598	517	440	187	159	71	24	38	44
King, .....	841	910	881	943	785	194	100	124	135	89	157	103	634	768	882	928	761	186	110	129			539	587	679	734	556	149	305	132	60	25
Midwaka, .....	742	303	301	156	58	20	17	12	6	8	16	8	540	218	283	150	57	20	17	12			869	150	140	45	65	22	6	11	10	9
Northumberland, .....	1170	1053	802	776	601	182	161	97	129	95	152	88	924	1017	783	779	642	180	150	96			389	819	713	705	545	254	208	161	140	58
Queens, .....	502	393	460	603	381	52	39	15	28	17	25	22	342	357	453	159	338	52	16	15			317	275	343	474	281	156	131	31	4	15
Restigouche, .....	848	314	269	277	123	52	39	15	40	22	45	23	262	281	283	275	188	52	39	18			230	178	149	206	117	55	108	36	29	20
St. John, .....	1085	1402	1357	1180	1008	678	490	381	499	508	495	380	1008	1433	1345	1188	1064	678	488	360			1577	1330	1241	1046	1000	139	91	645	474	357
Sunbury, .....	172	155	202	206	161	27	14	35	14	22	16	22	123	126	195	394	159	27	14	35			141	121	165	250	92	59	92	22	14	16
Victoria, .....	301	204	276	251	145	44	9	32	6	16	6	25	220	235	260	245	140	44	9	32			173	133	151	167	87	32	15	25	7	21
Westmorland, .....	2135	1511	1352	1332	821	841	198	217	159	179	191	201	1336	1243	1293	1344	507	348	107	206			1406	1060	981	1121	679	236	156	245	82	63
York, .....	1328	1089	1087	1137	886	202	181	143	165	139	203	142	685	852	1067	1115	884	302	181	143			973	818	894	878	698	261	314	168	152	122
New Brunswick, .....	14444	11144	10399	10282	7375	2493	1696	1472	1504	1410	1751	1465	10724	9748	10124	9697	7306	2436	1684	1470			10924	8154	7985	8288	5793	2331	2158	1954	1330	1090
Cor. Term, 1891, .....	14567	11092	10324	10252	7179	2387	1847	1317	1712	1250	1763	1219	11015	9749	9911	10080	7161	2371	1532	1291			10842	8574	8123	8339	5609	2524	2076	1898	1516	1088
Increase, .....	.....	52	75	30	196	106	.....	155	208	.....	.....	245	.....	.....	213	.....	147	215	.....	170			.....	.....	.....	.....	.....	184	.....	86	.....	31
Decrease, .....	123	.....	.....	.....	.....	151	.....	.....	.....	.....	.....	12	.....	.....	391	1	383	.....	146	.....			618	420	143	51	.....	198	.....	166	.....	.....

\* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	USEFUL KNOWLEDGE. MINERALS, PLANT LIFE, ANIMAL LIFE.										COLOR.		AGRICUL- TURE.		PHYSICS. (Oral.)		PHYSI- OLOGY. (Oral.)		LATIN. (Optional)		FRENCH. (Optional)	
	STANDARD.										53		54		55		56		57		58	
	I	II	III	IV	V	VI	VII	VIII	STANDARD.		I	II	III	IV	V	VI	VII	VIII	STAND- ARD.	STAND- ARD.	STAND- ARD.	STAND- ARD.
Albert, .....	291	308	335	371	246	93	91	49	292	211	220	230	152	147	145	79	47	47	41	..	..	..
Carleton, .....	669	663	771	892	771	194	92	120	790	650	601	659	288	405	484	212	111	124	124	21	56	..
Charlotte, .....	817	836	834	917	702	270	145	133	903	823	631	588	316	495	391	213	154	127	91	51	41	..
Gloucester, .....	1167	804	672	590	208	72	50	21	1271	807	617	464	452	405	135	114	50	21	11	12	6	30
Kent, .....	1237	722	602	467	241	60	58	60	1264	715	500	376	437	197	130	69	58	58	26	1	2	46
Kings, .....	578	755	770	862	712	150	76	107	662	691	683	606	415	490	511	174	102	97	96	10	28	..
Madawaska, .....	548	196	213	90	52	20	17	12	356	149	138	56	83	18	16	21	23	9	12	15	8	47
Northumberland, .....	843	1026	792	775	594	181	150	95	1014	998	682	540	383	375	309	160	125	93	93	13	24	15
Queens, .....	323	371	435	538	355	48	16	15	365	295	343	386	269	347	254	82	17	15	21	..	9	..
Restigouche, .....	290	244	256	273	193	52	39	20	312	258	216	183	67	102	90	44	40	20	17	13	..	..
Saint John, .....	1627	1459	1358	1182	1062	678	490	376	1668	1465	1294	1009	145	166	87	652	485	367	375	264	283	..
Sunbury, .....	121	123	162	188	140	27	14	33	149	97	116	115	117	123	103	29	14	38	36	3	11	7
Victoria, .....	225	229	244	203	128	44	9	32	203	181	179	139	63	94	73	36	8	29	29	..	2	9
Westmorland, .....	1492	1221	1223	1206	691	329	172	201	1360	890	645	598	526	481	257	310	157	174	214	31	55	103
York, .....	1053	985	1009	1040	824	203	178	143	1014	780	701	650	395	510	523	145	157	136	162	89	72	5
New Brunswick, .....	11281	9942	9676	9594	6919	2421	1597	1417	11623	9016	7566	6599	4108	4355	3508	2340	1548	1355	1360	527	601	352
Cor. Term, 1891, .....	12048	10143	9413	9725	6816	2390	1768	1311	12031	9377	7920	7045	4292	4677	3422	2138	1713	1242	1335	250	298	213
Increase, .....	767	201	263	131	103	121	171	106	408	361	354	446	184	322	..	202	..	113	25	277	303	139
Decrease, .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

\* In Country Districts only.

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1892.  
Part One.—The Second Term Closed 31st December, 1891.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Untrained.	No of ASSISTANTS.		Total number of Teachers employed this Term.	
	CLASS.			CLASS.			Male.	Female.	Both.		Male.	Female.		
	I	II	III	I	II	III								
Albert, .....	6	4	3	3	36	11	14	50	64	62	2	..	..	64
Carleton, .....	11	5	2	12	64	42	19	118	137	136	1	..	..	137
Charlotte, .....	14	9	4	10	74	27	28	111	139	137	2	..	1	140
Gloucester, .....	3	5	19	1	20	41	28	62	90	80	10	1	3	94
Kent, .....	5	6	13	3	24	59	25	86	111	98	13	..	1	112
Kings, .....	8	18	5	14	73	27	32	114	146	144	2	..	1	147
Madawaska, .....	1	..	3	..	..	34	4	34	38	22	16	..	..	38
Northumberland, .....	5	5	4	7	73	34	15	114	129	129	2	..	4	133
Queens, .....	7	-21	9	3	34	15	37	53	90	88	..	1	1	91
Restigouche, .....	3	2	1	4	19	11	7	34	41	38	3	1	2	44
Saint John, .....	25	10	3	65	93	14	39	172	211	210	1	..	7	218
Sunbury, .....	1	1	2	2	21	11	5	34	39	38	1	..	..	39
Victoria, .....	2	6	2	1	22	9	11	32	43	41	2	..	..	43
Westmorland, .....	12	24	26	33	50	34	63	117	180	178	2	2	3	185
York, .....	15	15	3	23	84	43	34	150	184	179	5	1	4	189
New Brunswick, .....	118	131	99	181	687	412	361	1281	1642	1580	62	5	27	1674
Cor. Term, 1890, .....	119	142	104	160	654	409	378	1223	1601	1551	50	6	34	1641
Increase, .....	....	....	....	21	33	3	....	58	41	29	12	....	....	33
Decrease, .....	1	11	5	....	....	....	17	....	....	....	....	1	7	....

TABLE IV. Part Two.—First Term Closed 30th June, 1892.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.	
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.		
	I	II	III	I	II	III									
Albert,.....	1	6	5	4	4	28	14	16	46	62	58	4	..	..	62
Carleton,.....	1	10	8	1	15	68	37	20	120	140	136	4	..	..	140
Charlotte,.....	1	14	5	5	18	65	31	25	114	139	133	6	..	1	140
Gloucester,.....	1	3	2	17	1	22	48	23	71	94	87	7	1	5	100
Kent,.....	1	4	6	12	3	24	54	23	81	104	96	8	..	1	105
Kings,.....	1	14	21	7	7	77	29	43	113	156	150	6	..	2	158
Madawaska,.....	..	1	..	4	..	..	37	5	37	42	21	21	..	..	42
Northumberland,.....	1	4	3	6	6	67	35	14	108	122	118	4	..	3	125
Queens,.....	1	4	26	7	4	34	11	37	50	87	84	3	..	2	89
Restigouche,.....	1	3	..	1	2	21	9	5	32	37	36	1	..	3	40
Saint John,.....	1	24	12	3	66	87	17	40	170	210	209	1	..	7	217
Sunbury,.....	1	1	2	1	3	18	11	5	32	37	36	1	..	..	37
Victoria,.....	1	3	6	2	2	15	10	12	27	39	35	4	..	1	40
Westmorland,.....	1	14	25	27	34	52	33	67	119	186	184	2	1	5	192
York,.....	1	16	11	7	18	73	50	35	141	176	159	17	2	4	182
New Brunswick,.....	14	121	132	104	183	651	426	370	1261	1631	1542	89	4	34	1669
Cor. Term, 1891,.....	14	110	146	102	164	619	435	372	1218	1590	1521	69	7	35	1632
Increase,.....	....	11	....	2	19	32	....	....	43	41	21	20	....	....	37
Decrease,.....	....	....	14	....	....	....	9	2	....	....	....	....	3	1	....



TABLE V. PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1892.  
Part One.—The Second Term closed 31st December, 1891.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.									
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.				
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this term.	No. of Teachers whose period of service is not reported.	No. of Teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.
	No. upwards of 5 years employed.	No. upwards of 5 and not over 7 years employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.
Albert,.....	38	15	11	..	26	1	..	4	..	1
Carleton,.....	80	42	14	..	41	1	..	8	..	1
Charlotte,.....	69	52	15	3	47	1	..	6	..	1
Gloucester,.....	55	23	12	..	37	..	..	4	..	..
Kent,.....	69	26	14	2	51	..	..	..	..	..
Kings,.....	71	50	22	3	60	1	2	2	..	..
Madawaska,.....	17	7	14	..	27	..	..	1	..	..
Northumberland,.....	86	23	16	4	45	..	1	2	..	..
Queens,.....	46	32	11	1	30	..	2	1	..	..
Restigouche,.....	21	11	7	2	15	..	..	2	..	..
Saint John,.....	162	24	7	18	20	1	..	1	..	..
Sunbury,.....	19	8	12	..	20	1	..	..	..	..
Victoria,.....	22	12	8	1	19	1	..	2	..	..
Westmorland,.....	117	35	24	4	68	2	..	8	..	..
York,.....	104	48	23	9	68	2	2	9	1	..
New Brunswick,.....	976	408	211	48	573	5	..	78	12	2
Cor. Term, 1890,.....	919	429	200	53	519	5	..	86	6	3
Increase,.....	57	..	10	..	54	..	..	..	6	..
Decrease,.....	..	21	..	5	..	..	..	8	..	..

TABLE V. Part Two.—The First Term Closed 30th June, 1892.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.											
	MALE TEACHERS, 1ST CLASS.						FEMALE TEACHERS, 1ST CLASS.					
	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert, .....	37	18	6	1	21	..	..	..	1	1	..	2
Carleton, .....	80	54	5	1	41	..	..	..	..	3	1	7
Charlotte, .....	85	43	8	3	48	..	..	1	4	1	1	6
Gloucester, .....	64	22	7	1	38	..	..	..	..	..	4	5
Kent, .....	62	30	12	..	43	..	..	..	..	..	..	..
Kings, .....	77	69	5	5	70	1	1	1	3	2	1	4
Madawaska, .....	16	6	18	2	28	..	..	..	..	..	..	4
Northumberland, .....	83	28	6	5	47	..	..	1	..	3	1	2
Queens, .....	43	40	3	1	26	..	..	..	1	..	1	1
Restigouche, ..	25	10	2	..	15	..	..	..	1	1	..	3
Saint John, .....	171	19	1	19	23	..	..	..	1	1	..	22
Sunbury, .....	20	16	1	..	18	..	..	1	..	..	..	1
Victoria, .....	17	20	2	..	19	1	1	1	1	1	..	1
Westmorland, .....	121	56	4	5	67	1	1	1	..	4	11	6
York, .....	104	53	14	5	74	..	2	2	1	1	2	7
New Brunswick, .....	1005	484	94	48	578	2	5	7	14	12	17	77
Cor. Term, 1891, .....	967	474	87	62	508	1	..	9	5	13	14	82
Increase, .....	38	10	7	..	70	1	5	..	9	..	3	..
Decrease, .....	..	..	..	14	..	..	..	2	..	1	..	5

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND-CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1892.

COUNTIES.	DURING THE TERM CLOSED 31st DECEMBER, 1891.										DURING THE TERM CLOSED 30th JUNE, 1892.																		
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.													
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.								
Albert.....	11	1	13	12	19	14	61	88	10	96	70	120	146	137	1	9	16	14	18	20	51	6	82	90	78	118	131	146	
Carleton.....	14	1	16	11	28	16	56	78	9	88	66	143	142	148	1	2	12	19	28	20	64	5	41	49	65	153	135	171	
Charlotte.....	3	...	...	...	...	...	...	10	1	28	4	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Gloucester.....	1	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Kent.....	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Kings.....	1	...	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Madawaska.....	1	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
N'umber'd.....	1	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Queens.....	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Restigonche.....	1	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
St. John.....	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Sunbury.....	2	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Victoria.....	2	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Westmorland.....	2	...	...	...	...	...	...	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
York.....	1	1	2	1	3	2	5	8	3	13	9	18	15	18	...	...	2	2	1	...	...	...	1	8	12	6	14	18	
N. Brunswick	11	1	13	12	19	14	61	88	10	96	70	120	146	137	1	9	16	14	18	20	51	6	82	90	78	118	131	146	
Cor. yr. '90-'91	14	1	16	11	28	16	56	78	9	88	66	143	142	148	1	2	12	19	28	20	64	5	41	49	65	153	135	171	
Increase.....	3	...	3	1	9	2	5	10	1	28	4	23	4	9	...	...	7	4	5	10	...	...	1	41	41	13	35	4	25
Decrease.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

TABLE VI.—PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1892.

COUNTIES.	THE SECOND TERM CLOSED 31ST DECEMBER, 1891.										THE FIRST TERM CLOSED 30TH JUNE, 1892.									
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 98 days.	Total in session less than 98 days.	No. in session the full term of 98 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 127 days.	No. in session the full Term of 127 days.**	Average days schools in session during the Term.	Aggregate number of days schools open during the Term.					
Albert,	64	6	27	33	31	92.27	5,905	61	4	3	7	36	18	119.4	7,164					
Carleton,	136	21	47	68	68	89.4	12,155	139	17	3	20	60	59	113.5	15,778					
Charlotte,	138	57	42	99	39	83.4	11,508	136	13	8	21	72	43	112.4	15,283					
Gloucester,	90	2	38	40	50	95.5	8,592	93	3	1	4	41	48	121.7	11,326					
Kent,	110	8	26	34	76	93.8	10,316	104	11	2	13	25	66	116.6	12,129					
Kings,	145	20	56	76	69	90.85	13,174	154	11	6	17	73	64	117.9	18,159					
Madawaska,	38	1	3	4	34	96.7	3,674	41	6	4	10	23	8	111.4	4,567					
Northumberland,	125	11	46	57	68	93.5	11,693	116	10	3	13	60	43	118.16	13,707					
Queens,	89	19	32	51	38	87.6	7,797	86	11	6	17	32	37	112.7	9,692					
Restigouche,	39	1	21	22	17	97.07	3,786	37	3	1	4	17	16	117.6	4,347					
Saint John,	198	13	28	41	157	94.8	18,776	192	..	2	2	53	137	125.1	24,021					
Stamford,	39	11	7	18	21	86.8	3,386	37	6	1	7	19	11	110.3	4,080					
Stamford,	42	8	23	31	11	86.4	3,612	38	3	5	8	13	17	112.5	4,275					
Victoria,	176	6	58	64	112	95.3	16,772	180	13	6	19	76	85	119.2	21,336					
Westmorland,	175	13	75	88	87	93.34	16,335	171	31	6	37	80	54	109.3	18,699					
York,	1604	197	529	726	878	91.95	147,485	1585	142	57	199	680	706	116.4	184,567					
New Brunswick,	1557	156	508	664	893	91.93	143,131	1536	176	83	259	627	650	112.8	173,300					
Cor. Term, 1890-91,	47	41	21	62	15	.02	4,354	49	34	26	60	53	56	3.6	11,267					
Increase,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....					
Decrease,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....					

\* In the Second Term there were 89 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is raised to the basis of 98 days.

\*\* In the First Term there were 124 teaching days in St. John and 125 days in other cities and incorporated towns, and 127 days in other districts. The former is raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1892.

COUNTIES.	THE SECOND TERM CLOSED 31st DECEMBER, 1891.											THE FIRST TERM CLOSED 30th JUNE, 1892.										
	Visits.					Examinations.			Prizes.			Visits.					Examinations.			Prizes.		
	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.		No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.	
Albert, .....	186	42	1	21	20	554	59	5	7	\$ 6 15		158	55	1	17	28	529	56	5	5	\$ 5 00	
Carleton, .....	313	72	1	41	83	1028	121	15	18	5 80		375	86	2	30	85	1246	113	26	23	12 90	
Charlotte, .....	418	66	1	69	139	1474	113	25	3	7		458	113	5	52	134	1505	121	15	11	4 55	
Gloucester, .....	375	49	7	75	82	1054	85	5	20	8 75		430	62	7	65	103	1325	89	4	7	2 20	
Kent, .....	398	69	12	56	74	1002	99	11	29	9 68		419	.....	2	60	118	1077	95	9	24	7 24	
Kings, .....	372	80	.....	36	78	1377	130	15	23	13 25		390	100	.....	49	102	1560	142	12	34	23 35	
Madawaska, .....	154	4	.....	24	50	369	36	2	9	7 10		178	33	1	35	42	426	41	.....	11	7 10	
Northumberland, .....	395	83	3	145	129	1273	117	8	34	26 50		363	96	.....	123	166	1317	113	3	22	15 65	
Queens, .....	214	30	1	25	65	1030	74	15	.....	.....		266	47	2	29	65	1106	67	19	6	3 40	
Restigouche, .....	139	32	1	22	33	304	34	5	11	10 50		158	8	.....	20	38	470	35	2	9	6 30	
Saint John, .....	1113	104	4	171	303	1671	195	3	13	10 00		729	120	6	155	242	3594	190	2	233	142 45	
Sunbury, .....	78	6	.....	5	12	280	33	6	.....	.....		111	22	.....	7	21	345	32	5	.....	.....	
Victoria, .....	102	.....	.....	13	12	270	35	7	.....	.....		110	33	1	21	9	35	31	7	8	4 20	
Westmorland, .....	602	104	14	116	219	1994	170	6	21	13 45		762	128	4	118	163	2759	164	16	22	8 79	
York, .....	336	123	2	74	86	1286	154	21	28	13 90		333	111	.....	53	95	1432	151	20	32	35 45	
New Brunswick, .....	5195	864	47	893	1385	14966	1455	149	216	\$125 08		5240	1012	31	834	1411	18726	1440	145	447	\$278 58	
Cor. Term, '90-'91.	5108	946	71	836	1183	13690	1285	272	257	131 65		4538	1077	57	820	1381	18900	1384	162	429	241 47	
Increase, .....	87	82	24	57	202	1276	170	.....	41	\$6 57		702	65	26	14	30	3426	56	.....	27	\$37 11	
Decrease, .....	.....	.....	.....	.....	.....	.....	.....	123	.....	.....		.....	.....	.....	.....	.....	.....	.....	7	.....	.....	

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1892.  
FROM THE RATES PAID IN THE TERM ENDED JUNE 30TH, 1892.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert,.....	\$430.00	\$298.60	\$213.50	\$255.00	\$225.32	\$184.78
Carleton,.....	434.90	289.87	251.00	281.00	224.48	197.05
Charlotte,.....	516.66	326.00	251.60	316.16	250.89	210.93
Gloucester,.....	522.50	353.00	244.17	250.00	215.50	82.62
Kent,.....	415.00	263.83	198.83	260.00	220.62	191.44
Kings,.....	392.00	270.90	216.57	245.72	212.77	182.48
Madawaska,.....	435.00	.....	223.50	.....	.....	190.43
Northumberland,.....	570.00	299.66	228.83	289.16	236.25	190.68
Queens,.....	356.25	263.00	204.14	318.00	209.29	163.63
Restigouche,.....	510.00	.....	211.00	312.50	227.90	181.33
Saint John,.....	798.60	491.91	201.00	376.36	282.20	209.00
Sunbury,.....	397.50	243.00	231.00	293.33	203.33	167.09
Victoria,.....	365.00	253.83	189.00	325.00	219.66	189.30
Westmorland,.....	499.66	308.00	232.92	329.76	225.86	202.48
York,.....	580.58	292.54	230.28	365.55	229.35	184.54
New Brunswick,.....	\$536.75	\$302.94	\$225.34	\$335.81	\$223.54	\$190.79
Cor. Term, ended June, 1891,.....	544.17	307.27	230.12	331.25	235.93	195.92
Increase,.....	.....	.....	.....	\$4.56	.....	.....
Decrease,.....	\$7.42	\$4.33	\$4.78	.....	\$2.43	\$5.13

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF THE PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31ST, 1892.

COUNTIES.	FOR SECOND TERM ENDED DECEMBER 31ST, 1891.					FOR FIRST TERM ENDED JUNE 30TH, 1892.					FOR THE YEAR.	
	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in poor Districts [in Column I.]	TOTAL.	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in poor Districts [in Column I.]	TOTAL.	Total spec <sup>l</sup> aid to those teaching in poor districts.	TOTAL.
Albert,.....	\$2,638 08	\$373 09	\$173 21	\$236 36	\$3,184 38	\$2,376 90	\$374 02	\$175 00	\$180 42	\$2,925 92	\$416 78	\$ 6,110 30
Carleton,.....	5,004 02	619 90	175 00	215 19	5,798 92	5,038 72	623 03	175 00	187 03	5,836 75	402 22	11,635 67
Charlotte,....	5,095 61	597 36	175 00	254 78	5,867 97	5,174 90	597 23	175 00	210 06	5,947 13	464 84	11,815 10
Gloucester,...	3,605 50	375 00	175 00	379 76	4,155 50	3,525 84	373 03	175 00	380 39	4,073 87	770 15	8,229 37
Kent,.....	4,063 35	487 28	175 00	234 41	4,725 63	3,503 27	500 00	175 00	205 69	4,178 27	440 10	8,903 90
Kings,.....	5,758 71	609 68	175 00	356 19	6,543 39	6,273 41	680 12	156 80	340 60	7,110 33	696 79	13,653 72
Madawaska,...	1,213 88	125 00	.....	99 86	1,338 88	1,270 02	114 17	.....	61 23	1,384 19	161 09	2,723 07
Northumberland	4,909 19	248 72	175 00	267 00	5,332 91	4,381 20	249 02	174 30	192 80	4,894 52	459 80	10,137 43
Queens,.....	3,604 34	250 00	150 00	232 03	4,004 34	3,587 31	250 00	150 00	263 91	3,987 31	495 94	7,991 65
Restigouche,...	1,507 24	233 85	173 03	89 89	1,914 12	1,361 67	250 00	175 00	69 08	1,786 67	158 97	3,700 79
St. John,.....	9,060 56	242 35	175 00	181 31	9,477 91	8,882 88	248 52	175 00	129 28	9,396 40	310 59	18,784 31
Sunbury,.....	1,361 80	248 72	162 50	146 04	1,773 02	1,248 07	245 08	168 02	109 65	1,651 17	255 69	3,424 19
Victoria,.....	1,707 59	107 14	173 03	235 62	1,987 76	1,551 62	125 00	175 00	196 43	1,851 62	432 05	3,839 38
Westmorland,...	7,526 17	742 35	175 00	271 64	8,443 62	7,363 70	748 03	175 00	280 75	8,286 73	552 39	16,730 25
York,.....	7,359 95	623 72	.....	395 13	7,983 67	6,411 36	607 05	.....	255 08	7,018 41	650 21	15,002 08
N. Brunswick,	\$64,415 99	\$5,884 16	\$2,231 77	\$3,595 21	\$72,531 92	\$61,950 87	\$5,984 30	\$2,214 12	\$3,072 40	\$70,149 29	\$6,667 61	*\$142,681 21
Year ending '91	62,865 61	6,219 55	2,045 13	3,283 10	71,120 29	58,643 27	6,720 90	2,194 57	2,740 70	66,558 74	6,023 80	137,679 03
Increase,....	\$1,560 38	.....	\$186 64	\$312 11	\$1,411 63	\$3,307 60	\$263 40	\$19 55	\$331 70	\$3,590 55	\$643 81	\$5,002 18
Decrease,....	.....	\$336 39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* In addition to the above total, the sum of \$487.50 was granted to the Blind Asylum, Halifax. See Table XI.

TABLE X.—PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1892.

Part One.—SECOND TERM ENDED DECEMBER 31ST, 1891.

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils: recalled for County Fund Apportionment (Term 98 days.)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	Special to Poor Districts (em-braced in column 1.)	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2.)	(3) Whole amount apportioned this Term.	Total to the Trustees. This Term.		Rate per Pupil in attendance the full Term per column 2.	
							Special to Poor Districts, (included in column 3.)	Ordinary Districts.	In Ordinary Districts.	In Poor Districts.
Albert,.....	121,379½	\$ 994 69	\$ 90 91	\$ 854 66	\$ 56 03	\$1,849 35	\$ 146 94	\$0 69 +	\$0 92 +	
Carleton,.....	235,850	1,966 70	97 36	1,638 05	46 97	3,504 75	144 33	0 64 -	0 85 +	
Charlotte,.....	268,854	1,943 69	125 61	1,969 36	52 11	3,913 05	177 72	0 71 +	0 95 +	
Gloucester,.....	225,248	1,500 72	168 69	1,741 38	169 59	3,242 10	338 28	0 75 +	1 01 -	
Kent,.....	218,501½	1,700 53	120 46	1,692 17	74 14	3,392 70	194 60	0 76 -	1 01	
Kings,.....	220,378	2,173 50	158 47	1,669 05	72 80	3,842 55	231 27	0 74 +	0 99 -	
Madawaska,.....	98,558½	604 17	43 27	697 23	52 52	1,301 40	95 79	0 69 +	0 92 +	
Northumberland,.....	288,009½	1,948 08	143 40	1,818 27	69 07	3,766 35	212 47	0 62 -	0 82 +	
Queens,.....	116,059½	1,277 94	89 78	824 61	39 77	2,102 55	129 55	0 69 +	0 93 -	
Restigouche,.....	86,628½	603 28	38 98	455 42	17 45	1,058 70	56 43	0 51 +	0 68 +	
Saint John,.....	619,659	2,945 80	67 16	4,999 10	43 14	7,944 90	110 30	0 79 +	1 05 +	
Sunbury,.....	49,612½	587 91	69 63	409 74	31 52	997 65	101 15	0 81 -	1 08 -	
Victoria,.....	60,192½	648 88	87 14	402 62	46 50	1,051 50	133 64	0 65 +	0 87 +	
Westmorland,.....	452,211½	2,673 01	121 38	2,984 84	98 72	5,687 85	220 10	0 64 +	0 86 +	
York,.....	261,816½	2,277 09	157 48	1,349 76	59 47	3,626 85	216 95	0 50 +	0 67 +	
New Brunswick,.....	3,322,959	\$23,845 99	\$1,579 72	\$23,406 26	\$929 80	\$47,252 25	\$2,509 52	\$0 69 +	\$0 92 +	



**TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1892.**  
**Part Two.—FIRST TERM ENDED JUNE, 1892.**

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTIES.	Grand Total days' attendance of Pupils; recorded for County Fund Apportionment (Term 127 days)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	(2) Special to Poor Districts (em- broased in column 1).	(3) In respect of the average num- ber of Pupils in attendance, as compared with the whole av- erage number of Pupils attend- ing the Schools in the County and the time in operation.	(4) Spec'd in column 2.	Total to the Trustees. This Term.		Rate per Pupil in attend- ance the full Term per column 2.	
						Whole amount apportioned this Term.	Total special to Poor Districts, (included in column 5.)	In Ordinary Districts.	In Poor Districts.
						(3)			(4)
Albert, .....	154,778	\$ 939.59	\$ 71.71	\$ 563.56	\$ 30.42	\$1,503.15	\$ 102.13	\$0.46 +	\$0.61 +
Carleton, .....	314,628	1,946.09	78.02	1,328.71	36.14	3,274.80	114.16	0.53 +	0.71 +
Charlotte, .....	340,730	1,862.73	96.24	1,610.07	35.86	3,472.80	132.10	0.60 +	0.80 +
Gloucester, .....	293,020	1,513.38	174.53	2,221.17	209.00	3,734.55	383.53	0.96 +	1.28 +
Kent, .....	250,801	1,538.05	105.42	1,858.70	87.38	3,396.75	192.80	0.94 +	1.25 +
Kings, .....	307,764	2,245.89	144.73	977.61	37.17	3,223.50	181.90	0.40 +	0.53 +
Madawaska, .....	133,722	564.41	24.88	1,012.39	54.77	1,576.80	79.65	0.96 +	1.28 +
Northumberland, .....	340,584	1,724.23	105.40	2,065.52	62.84	3,789.75	168.24	0.77 +	1.03
Queens, .....	157,542	1,234.73	104.94	588.07	36.04	1,822.80	140.98	0.47 +	0.63 +
Restigouche, .....	111,952	545.27	31.04	663.58	21.24	1,208.85	52.28	0.75 +	1.00 +
Saint John, .....	732,363	2,879.24	56.42	4,369.36	31.96	7,248.60	88.38	0.76 +	1.01
Sunbury, .....	67,291 <sup>1</sup> / <sub>2</sub>	535.00	53.14	328.85	21.23	863.85	74.37	0.62 +	0.83
Victoria, .....	81,760 <sup>1</sup> / <sub>2</sub>	576.97	69.23	578.78	49.20	1,155.75	118.43	0.90—	1.20—
Westmorland, .....	572,391	2,657.64	122.55	3,346.56	89.30	6,004.20	211.85	0.74 +	0.99—
York, .....	316,785	1,951.00	113.39	1,690.55	56.52	3,641.55	169.91	0.67 +	0.90 +
<b>New Brunswick, .....</b>	<b>4,176,102</b>	<b>\$22,714.22</b>	<b>\$ 1,351.64</b>	<b>\$23,203.48</b>	<b>\$ 859.07</b>	<b>*\$45,917.70</b>	<b>\$ 2,210.71</b>	<b>\$ 0.70 +</b>	<b>\$ 0.94 +</b>

\* The balance of the County Fund (\$1,897.50) was granted to the Blind Asylum, Halifax, and the Deaf and Dumb Institution, Fredericton. See Table XI.

TABLE XI. PROVINCIAL AND COUNTY FUND GRANTS TO THE BLIND ASYLUM, HALIFAX; AND COUNTY FUND GRANT TO THE DEAF AND DUMB INSTITUTION, FREDERICTON.

Term ended 30th June, 1892.

COUNTIES.	BLIND ASYLUM, HALIFAX.			DEAF AND DUMB INSTITUTION.		Total County Fund Grants to both.
	No. of Pupils.	Provincial Grant at the rate of \$75 per Pupil per year.	Grant from County Fund at the rate of \$75 per Pupil.	No. of Pupils.	Grant from County Fund at the rate of \$80 per Pupil per year.	
Albert,.....	3	\$112 50	\$112 50	1	\$30 00	\$142 50
Carleton,.....	2	75 00	75 00	1	30 00	105 00
Charlotte,.....	..	.....	.....	3	90 00	90 00
Kent,.....	..	.....	.....	6	180 00	180 00
Kings,.....	4	150 00	150 00	3	90 00	240 00
Northumberland,.....	1	37 50	37 50	1	30 00	67 50
Restigouche,.....	1	37 50	37 50	...	.....	37 50
Saint John,.....	1	37 50	37 50	5	150 00	187 50
Westmorland,.....	1	37 50	37 50	6	180 00	217 50
York,.....	..	.....	.....	1	30 00	30 00
	13	\$487 50	\$487 50	27	\$810 00	\$1297 50

TABLE XII.—SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1892.

Part One.—TERM ENDED DECEMBER, 1891.

*Embodied in Table IX. and Foregoing Tables.*

No. AND NAME OF DISTRICT.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Elgin Corner, No. 2,	Elgin,	Albert,	Herbert B. Steeves,	\$123 73	
Hillaboro, No. 2,	Hillaboro,	"	Wm. M. Burns,	124 36	
Hopewell Hill, No. 2,	Hopewell,	"	Ralph Colpitts,	125 00	\$373 09
Hartland, No. 3,	Brighton,	Carleton,	Amasa Plummer,	125 00	
Bristol, No. 1,	Kent and Peel,	"	Georgia A. Wheeler,	125 00	
Florenceville, No. 4,	Simonds and Wicklow,	"	C. T. Hendry,	119 90	
Jacksonville, No. 7,	Wakefield,	"	John Farley,	125 00	
Centreville, No. 4,	Wilmot,	"	S. S. Miller,	125 00	619 90
Campobello, No. 1,	Campobello,	Charlotte,	A. W. Hickson,	125 00	
North Head, No. 1,	Grand Manan,	"	Archie M. Covert,	118 61	
St. George, No. 1,	St. George,	"	Geo. M. Johnston,	122 89	
Moore's Mills, No. 1½,	St. James and St. David,	"	John C. Robertson,	105 86	
Town of St. Stephen,	St. Stephen,	"	P. G. McFarlane,	125 00	597 36
Bathurst, No. 16,	Bathurst,	Gloucester,	Jas. McIntosh,	125 00	
Petit Rocher, No. 4,	Beresford,	"	Jerome Boudreau,	125 00	
Tracadie, No. 3,	Saumarez,	"	B. D. Branscombe,	125 00	375 00
Weldford Station, No. 5,	Harcourt,	Kent,	Jas. N. Wathen,	122 48	
Kingston, No. 2,	Richibucto,	"	Geo. A. Coates,	114 80	
Rass River, No. 9,	Weldford,	"	Judson B. Clarke,	125 00	
Buctouche, No. 1,	Wellington,	"	T. E. Colman,	125 00	487 28
Hampton Station, No. 2,	Hampton,	Kings,	A. H. Sherwood,	125 00	
Havelock Corner, No. 8,	Havelock,	"	Frank H. Wheeler,	125 00	
Clifton, No. 5,	Kingston,	"	Louise Wetmore,	112 24	
Bloomfield Station, No. 2,	Norton,	"	{ J. W. Richardson,	{ 79 08	
Apoahqui, No. 25,	Studholm and Sussex,	"	{ O. E. Black,	{ 43 36	609 68
		"	Wm. I. Goodwin,	125 00	
			<i>Forward,</i>		\$3,062 31

TABLE XII.—PART ONE.—Continued.

No. and Name of District.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Edmundton, No. 1.	Madawaska.	Madawaska.	<i>Brought Forward.</i>	.....	\$3,062 31
Derby, No. 1.	Derby.	Northumberland.	Mason R. Benn.	\$125 00	125 00
Newcastle, No. 7.	Newcastle.	"	J. J. Clarke.	123 72	
McDonald's Corner, No. 10.	Cambridge.	Queens.	Philip Cox.	125 00	248 72
Gaspereaux, No. 5.	Chipman.	"	J. W. Flower.	125 00	
Campbellton, No. 1 A.	Addington.	Restigouche.	Margaret S. Cox.	125 00	250 00
			{ E. W. Lewis.	{ 68 82	
			{ C. P. Steeves.	{ 40 03	
River Charlo, No. 2.	Colborne.	"	Chas. H. Edgett.	125 00	233 85
Milford, No. 13.	Lancaster.	St. John.	Hedley V. Hayes.	125 00	
St. Martins, No. 2.	St. Martins.	"	Ernest A. McKay.	117 35	242 35
Fredericton Junction, No. 1.	Gladstone.	Sunbury.	S. D. Alexander.	125 00	
Upper Manguerville, No. 2.	Manguerville.	"	Henrietta L. Barker.	123 72	248 72
Grand Falls, No. 7.	Grand Falls.	Victoria.	Richard Wheeler.	107 14	107 14
Dorchester, No. 2.	Dorchester.	Westmorland.	Geo. J. Oulton.	125 00	
Town of Moncton, No. 5.	Moncton.	"	S. C. Wilbur.	125 00	
Sackville, No. 11.	Sackville.	"	Geo. J. Trueman.	125 00	
Petitcodiac, No. 1.	Salisbury.	"	Nelson W. Brown.	117 35	
Salisbury, No. 24.	Salisbury, Moncton, and Coverdale.	"	Amos O'Brien.	125 00	
Port Elgin, No. 1.	Westmorland.	"	W. Woodbury Wells.	125 00	742 35
Keewick Ridge, No. 1.	Bright.	York.	Edwin T. McKnight.	125 00	
Canterbury, No. 4.	Canterbury and Woodstock	"	Peter Girdwood.	125 00	
Harvey Station, No. 2.	Manners-Sutton.	"	W. G. Chamberlain.	125 00	
Forest City, No. 14.	North Lake.	"	Mary Truswell.	123 72	
Marysville, No. 3.	St. Marys.	"	W. T. Day.	125 00	623 72
					\$5,884 16

TABLE XII. Part Two. TERM ENDED JUNE 30TH, 1892.

No. and NAME OF DISTRICT.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Elgin Corner, No. 2,	Elgin, . . . . .	Albert, . . . . .	Herbert B. Steeves, . . . . .	\$125 00	
Hillsboro, No. 2,	Hillsboro, . . . . .	" . . . . .	Wm. M. Burns, . . . . .	125 00	
Hopewell Hill, No. 2,	Hopewell, . . . . .	" . . . . .	Ralph Colpitts, . . . . .	124 02	\$374 02
Hartland, No. 3,	Brighton, . . . . .	Carleton, . . . . .	Amasa Plummer, . . . . .	125 00	
Bristol, No. 1,	Kent and Peel, . . . . .	" . . . . .	Georgia A. Wheeler, . . . . .	125 00	
Florenceville, No. 4,	Simonds and Wicklow, . . . . .	" . . . . .	C. T. Hendry, . . . . .	123 03	
Jacksonville, No. 7,	Wakefield, . . . . .	" . . . . .	John Farley, . . . . .	125 00	
Centreville, No. 4,	Wilnot and Wicklow, . . . . .	" . . . . .	S. S. Miller, . . . . .	125 00	623 03
Campobello, No. 1,	Campobello, . . . . .	Charlotte, . . . . .	A. W. Hickson, . . . . .	125 00	
North Head, No. 1,	Grand Manan, . . . . .	" . . . . .	Archie M. Covert, . . . . .	122 05	
St. George, No. 1,	St. George, . . . . .	" . . . . .	Geo. M. Johnston, . . . . .	121 00	
Moore's Mills, No. 1½,	St. James and St. David, . . . . .	" . . . . .	John C. Robertson, . . . . .	114 18	
Town of St. Stephen, . . . . .	St. Stephen, . . . . .	" . . . . .	P. G. McFarlane, . . . . .	115 00	597 23
Bathurst Village, No. 16,	Bathurst, . . . . .	" . . . . .	James McIntosh, . . . . .	125 00	
Petit Rocher, No. 4,	Beresford, . . . . .	" . . . . .	Jerome Boudreau, . . . . .	123 03	
Tracadie, No. 3,	Saumarez, . . . . .	" . . . . .	B. D. Branscombe, . . . . .	125 00	373 03
Weldford Station, No. 5,	Harcourt, . . . . .	Kent, . . . . .	Jas. N. Wathen, . . . . .	125 00	
Kingston, No. 2,	Richibucto, . . . . .	" . . . . .	Geo. A. Coates, . . . . .	125 00	
Bass River, No. 9,	Weldford, . . . . .	" . . . . .	Judson B. Clark, . . . . .	125 00	
Buctouche, No. 1,	Wellington, . . . . .	" . . . . .	A. E. Pearson, . . . . .	125 00	500 00
Hampton Station, No. 2,	Hampton, . . . . .	Kings, . . . . .	A. H. Sherwood, . . . . .	122 54	
Havelock Corner, No. 8,	Havelock, . . . . .	" . . . . .	Frank H. Wheeler, . . . . .	124 02	
Clifton, No. 5,	Kingston, . . . . .	" . . . . .	W. A. E. Dykeman, . . . . .	58 56	
Springfield, No. 1,	Springfield, . . . . .	" . . . . .	J. W. Flower, . . . . .	125 00	
Apohaqui, No. 25,	Studholm, . . . . .	" . . . . .	W. I. Goodwin, . . . . .	125 00	
<i>Forward, . . . . .</i>					\$2,467 31

TABLE XII. PART TWO.—Continued

No. AND NAME OF DISTRICT.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Bloomfield Station, No. 2.	Norton,.....	Kings,.....	<i>Brought Forward,</i>	.....	\$2,467 31
Edmundston, No. 1,.....	Madawaska,.....	Madawaska,.....	J. W. Richardson,.....	\$125 00	680 12
Derby, No. 1,.....	Derby,.....	Northumberland,.....	Mason R. Benn,.....	114 17	114 17
Newcastle, No. 7,.....	Newcastle,.....	"	J. J. Clarke,.....	124 02	
McDonald's Corner, No. 10,.....	Cambridge,.....	Queens.....	Philip Cox,.....	125 00	249 02
Gaspereaux, No. 5,.....	Chipman,.....	"	Heber B. Barton,.....	125 00	
Campbellton, No. 1 A,.....	Addington,.....	Restigouche,.....	Margaret S. Cox,.....	125 00	250 00
River Charlo, No. 2,.....	Colborne,.....	"	E. W. Lewis,.....	125 00	
Milford, No. 13,.....	Lancaster,.....	St. John,.....	Charles H. Edgett,.....	125 00	250 00
St. Martins, No. 2,.....	St. Martins,.....	"	Hedley V. Hayes,.....	125 00	
Fredericton Junction, No. 1,.....	Gladstone,.....	Sunbury,.....	Ernest A. McKay,.....	123 52	248 52
Upper Manguerville, No. 2,.....	Grand Falls,.....	"	S. D. Alexander,.....	125 00	
Grand Falls, No. 7,.....	Manguerville,.....	"	Henrietta L. Barker,.....	120 08	245 08
Dorchester, No. 2,.....	Moncton,.....	Victoria,.....	M. J. McKenna,.....	125 00	125 00
Town of Moncton, No. 5,.....	Sackville, No. 11,.....	Westmorland,.....	Geo. J. Oulton,.....	125 00	
Sackville, No. 11,.....	Peticodiac, No. 1,.....	"	S. C. Wilbur,.....	125 00	
Peticodiac, No. 1,.....	Salisbury,.....	"	Geo. J. Trueman,.....	125 00	
Salisbury, No. 24,.....	Salisbury, Moncton, and Coverdale,.....	"	N. W. Brown,.....	123 03	
Port Elgin, No. 1,.....	Westmorland,.....	"	Amos O'Blenes,.....	125 00	
Keswick Ridge, No. 1,.....	Bright,.....	"	W. Woodbury Wells,.....	125 00	748 03
Canterbury, No. 4,.....	Canterbury and Woodstock	York,.....	Geo. M. Blakney,.....	125 00	
Harvey Station, No. 2,.....	Manners-Sutton,.....	"	Peter Girdwood,.....	122 05	
Forest City, No. 14,.....	North Lake,.....	"	W. B. Chamberlain,.....	125 00	
Marysville, No. 3,.....	St. Mary's,.....	"	Mary Truswell,.....	125 00	
			W. T. Day,.....	110 00	607 05
					\$5,984 30

TABLE XIII. GRAMMAR SCHOOLS: THE YEAR ENDED JUNE 30TH, 1892.

(INCLUDED IN PREVIOUS TABLES.)

Port One.—THE TERM CLOSED DECEMBER 31ST, 1891.

LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.			OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
					No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Principal's Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for Term.	MODERN COURSE.			CLASSICAL COURSE.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														</

\* Paid by the University of New Brunswick. In addition, the Principal received \$68.74, under the provisions of Sec. 104, (13).

TABLE XIII. Part Two.—GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1892.

(INCLUDED IN PREVIOUS TABLES.)

LOCALITY.		OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.																
COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under principal's supervision.			PUPILS.	PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.			MODERN COURSE.		CLASSICAL COURSE.						
			No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.		No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Principal's Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary per Term.	Standard.		Standard.			
											IX	X	XI	IX	X	XI	XII	
Albert,	Alma,	T. E. Colpitts, A. B.,	2	2	97	42	29	127	\$175.00	\$175.00	\$350.00	8	3	3	3	..	..	..
Carlton,	Woodstock,	R. P. Steeves, A. B.,	13	13	645	51	37	125	175.00	325.00	500.00	25	10	10	15	4	4	..
Charlotte,	St. Andrews,	Wm. Brodie, A. B.,	6	6	296	35	28	125	175.00	200.00	375.00	19	12	14	15	10	4	..
Gloucester,	Bathurst,	C. H. Cowperthwaite, A. B.,	6	6	213	35	20	125	175.00	225.00	400.00	8	..	2	5	..	..	..
Kent,	Richibucto,	H. T. Colpitts, A. B.,	4	4	180	34	24	127	175.00	175.00	350.00	4	..	..	5	..	..	..
King's,	Sussex,	R. D. Hanson, A. B.,	5	5	256	40	24	112	166.80	175.00	331.80	..	..	8	2	..	..	..
Northumberland,	Chatham,	G. E. Harrison, A. B.,	6	6	237	41	29	124	174.30	200.00	374.30	..	..	..	17	6	..	..
Queens,	Gagetown,	Mary K. Tibbitts, A. B.,	3	3	72	36	23	127	150.00	160.00	300.00	4	1	5	..	..	..	..
Restigouche,	Dalhousie,	A. Ross, A. B.,	3	3	146	30	19	125	175.00	200.00	375.00	9	..	..	65	36	19	..
Saint John,	St. John,	Wm. M. McLean, A. M.,	4	4	118	118	82	124	175.00	617.50	792.50	7	8	..	16	..	..	..
Sunbury,	Sheffield,	Aaron Lawson, A. B.,	2	2	32	21	15	124	158.02	162.50	320.52	..	..	..	2	1	6	1
Victoria,	Andover,	H. C. Henderson, A. B.,	2	2	86	45	25	125	175.00	175.00	350.00	4	2	..	7	1	6	1
Westmorland,	Shediac,	J. G. A. Belyea, A. B.,	7	7	272	42	27	127	175.00	200.00	375.00	..	..	..	6	52	23	10
York,	Fredericton,	B. C. Foster, A. B.,	4	3	113	113	94	125	†	200.00	..	17	5	6	62	23	10	..
New Brunswick,			66	63	2,773	683	488	..	\$2,214.12	\$3,080.00	\$6,094.12	105	33	13	192	99	45	1
Cor. Term, 1891,			64	59	2,751	665	456	..	2,194.57	3,117.50	5,112.07	95	13	18	171	48	49	8
Increase,			2	4	22	18	32	..	\$19.55	\$37.50	\$17.95	10	20	..	21	51	..	7
Decrease,			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

† Paid by the University of New Brunswick. In addition, the Principal received \$67.50 under the provisions of section 104 (13).



TABLE XIV. PROVINCIAL NORMAL SCHOOL: FOR SESSION ENDED JUNE, 1892.

NORMAL DEPARTMENT.			FRENCH DEPARTMENT.			MODEL DEPARTMENT.		SPECIAL PROVINCIAL GRANTS TO DECEMBER 31st, 1892.				
STUDENTS IN ATTENDANCE.												
	No. admitted.	Left through various causes.	Relieved to classify.	Eligible for examination.	Males.		Females.		PUPILS.		ON ACCOUNT OF SALARIES.	AMOUNT.
					Males.	Females.	Males.	Females.	Boys.	Girls.		
First Term ended Dec. 1891	1	1	1	1	1	1	1	1	97	92	189	Eldon Mullin, A. M., .....\$1,400 00
First Term ended Dec. 1891	19	1	1	18	2	16	18	18	18	18	18	H. C. Creed, A. M., ..... 1,100 00
Session ended June 1892	239	17	17	222	31	191	222	222	222	222	222	Alphée Belliveau, ..... 950 00
Second Term ended May '92	11	1	1	11	3	8	11	11	11	11	11	John F. Rogers, ..... * 132 50
Second Term ended June '92	1	1	1	1	1	1	1	1	96	88	184	Miriam McLeod, ..... * 165 00
												Annie Harvey, ..... * 165 00
												Helen L. Galt, ..... 75 00
New Brunswick, ...	269	18	18	251	31	191	5	24	251			\$5,812 50
Cor. Session, .....	243	19	19	224	28	160	3	33	224			\$5,812 50
Increase, .....	26	1	1	27	3	31	2	9	27			Total ....
Decrease, .....	1	1	1	1	1	1	1	1	1			* These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.

TABLE XV.—PUBLIC SCHOOLS: TEACHERS' EXAMINATIONS: JUNE EXAMINATION AND FOR ACADIAN TEACHERS, 1892.

TERMS AND STATIONS.	MALE.										FEMALE.										SUMMARY.						Total Licensed.																											
	Grammar School Class.					I Class.					II Class.					III Class.					Males.					Females.																												
	No. of candidates admitted to the written examination and grounds of admission.					I Class.					II Class.					III Class.					I Class.					II Class.					III Class.																							
	As classified Student-Teachers of the Provincial Normal School.					No. examined for this Class.					No. obtained 1st Class.					No. obtained 2nd Class.					No. obtained 3rd Class.					No. that failed to obtain any Class.					No. examined for this Class.					No. obtained 1st Class.					No. obtained 2nd Class.					No. obtained 3rd Class.					No. that failed to obtain any Class.			
As holding License from the Board of Education.	As Graduates in Arts.	As having undergone training at a Normal School not in N. B.	As eligible for Examination.	Total No. admitted.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.															
As classified Student-Teachers of the Provincial Normal School.	18	7	25	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																	
As holding License from the Board of Education.	11	1	12	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																	
As Graduates in Arts.	222	84	306	5	3	2	21	19	2	2	24	19	3	2	4	4	49	47	2	2	154	132	20	2	49	49	3	21	21	7	2	47	134	69	2	302																		
As having undergone training at a Normal School not in N. B.	251	88	335	5	3	2	21	19	2	2	24	19	3	2	8	1	53	51	2	2	159	137	20	2	81	75	6	32	21	11	3	51	138	95	8	341																		
As eligible for Examination.	230	61	2	2	1	1	22	21	1	1	17	14	3	9	9	40	34	6	6	144	131	13	1	72	61	11	1	22	15	12	34	137	74	11	295																			
Total No. admitted.	21	27	46	3	2	1	1	1	1	1	7	5	2	2	1	13	17	4	4	15	6	7	2	9	14	5	2	6	1	3	17	2	21	46																				
Increase, .....																																																						
Decrease, .....																																																						

**TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1892.**  
**Part Two.—FIRST TERM ENDED JUNE, 1892.**

*Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.*

COUNTRIES.	Grand Total days' attendance of Pupils; rec'd for County Fund Apportionment (Term 127 days)	(1) In respect of the services of qualified Teachers exclusive of Assistant, for the time the Schools were in Session.	Special to Poor Districts (embraced in column 1)	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2)	Total to the Trustees. This Term.		Rate per Pupil in attendance the full Term per column 2.	
						Whole amount apportioned this Term. (3)	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert, .....	154,778	\$ 939.59	\$ 71.71	\$ 563.56	\$ 30.42	\$1,503.15	\$ 102.13	\$0.46 +	\$0.61 +
Carleton, .....	314,628	1,946.09	78.02	1,328.71	36.14	3,274.80	114.16	0.53 +	0.71 +
Charlotte, .....	340,720	1,862.73	96.24	1,610.07	35.86	3,472.80	132.10	0.60 +	0.80 +
Gloucester, .....	293,020	1,513.38	174.53	2,221.17	209.00	3,734.55	383.53	0.96 +	1.28 +
Kent, .....	250,801	1,538.05	105.42	1,858.70	87.38	3,396.75	192.80	0.94 +	1.25 +
Kings, .....	307,764	2,245.89	144.73	977.61	37.17	3,223.50	181.90	0.40 +	0.53 +
Mada-waska, .....	133,722	564.41	24.88	1,012.39	54.77	1,576.80	79.65	0.96 +	1.28 +
Northumberland, .....	340,584	1,724.23	105.40	2,065.52	62.84	3,789.75	168.24	0.77 +	1.03
Queens, .....	157,542	1,234.73	104.94	588.07	36.04	1,822.80	140.98	0.47 +	0.63 +
Restigouche, .....	111,952	545.27	31.04	663.58	21.34	1,208.85	52.28	0.75 +	1.00 +
Saint John, .....	732,363	2,879.24	56.42	4,369.36	31.96	7,248.60	88.38	0.76 +	1.01
Sunbury, .....	67,291½	535.00	53.14	328.85	21.23	863.85	74.37	0.62 +	0.83
Victoria, .....	81,760½	576.97	69.23	578.78	49.20	1,155.75	118.43	0.90—	1.20—
Westmorland, .....	572,391	2,657.64	122.55	3,346.56	89.30	6,004.20	211.85	0.74 +	0.99—
York, .....	316,785	1,951.00	113.39	1,690.55	56.52	3,641.55	169.91	0.67 +	0.90 +
<b>New Brunswick, .....</b>	<b>4,176,102</b>	<b>\$22,714.22</b>	<b>\$ 1,351.64</b>	<b>\$23,203.48</b>	<b>\$ 859.07</b>	<b>*\$45,917.70</b>	<b>\$ 2,210.71</b>	<b>\$ 0.70 +</b>	<b>\$ 0.94 +</b>

\* The balance of the County Fund (\$1,297.50) was granted to the Blind Asylum, Halifax, and the Deaf and Dumb Institution, Fredericton. See Table XI.

TABLE XI. PROVINCIAL AND COUNTY FUND GRANTS TO THE BLIND ASYLUM, HALIFAX; AND COUNTY FUND GRANT TO THE DEAF AND DUMB INSTITUTION, FREDERICTON.

Term ended 30th June, 1892.

COUNTIES.	BLIND ASYLUM, HALIFAX.		DEAF AND DUMB INSTITUTION.		Total County Fund Grants to both.
	No. of Pupils.	Provincial Grant at the rate of \$75 per Pupil per year.	Grant from County Fund at the rate of \$75 per Pupil.	No. of Pupils.	Grant from County Fund at the rate of \$60 per Pupil per year.
Albert,.....	3	\$112 50	\$112 50	1	\$30 00
Carleton,.....	2	75 00	75 00	1	30 00
Charlotte,.....	..	.....	.....	3	90 00
Kent,.....	..	.....	.....	6	180 00
Kings,.....	4	150 00	150 00	3	90 00
Northumberland,.....	1	37 50	37 50	1	30 00
Restigouche,.....	1	37 50	37 50	...	.....
Saint John,.....	1	37 50	37 50	5	150 00
Westmorland,.....	1	37 50	37 50	6	180 00
York,.....	..	.....	.....	1	30 00
	13	\$487 50	\$487 50	27	\$810 00
					\$1297 50

TABLE XII.—SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1892.

## Part One.—TERM ENDED DECEMBER, 1891.

*Embodied in Table IX. and Foregoing Tables.*

No. and Name of District.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Elgin Corner, No. 2,.....	Elgin,.....	Albert,.....	Herbert B. Steeves,.....	\$123 73	
Hillsboro, No. 2,.....	Hillsboro,.....	" .....	Wm. M. Burns,.....	124 36	
Hopewell Hill, No. 2,.....	Hopewell,.....	" .....	Ralph Colpitts,.....	125 00	\$373 09
Hartland, No. 3,.....	Brighton,.....	Carleton,.....	Amasa Plummer,.....	125 00	
Bristol, No. 1,.....	Kent and Peel,.....	" .....	Georgia A. Wheeler,.....	125 00	
Florenceville, No. 4,.....	Simonds and Wicklow,.....	" .....	C. T. Hendry,.....	119 90	
Jacksonville, No. 7,.....	Wakfield,.....	" .....	John Farley,.....	125 00	
Centreville, No. 4,.....	Wilmot,.....	" .....	S. S. Miller,.....	125 00	619 90
Campobello, No. 1,.....	Campobello,.....	Charlotte,.....	A. W. Hickson,.....	125 00	
North Head, No. 1,.....	Grand Manan,.....	" .....	Archie M. Covert,.....	118 61	
St. George, No. 1,.....	St. George,.....	" .....	Geo. M. Johnston,.....	122 89	
Moore's Mills, No. 1½,.....	St. James and St. David,.....	" .....	John C. Robertson,.....	105 86	
Town of St. Stephen,.....	St. Stephen,.....	" .....	P. G. McFarlane,.....	125 00	597 36
Bathurst, No. 16,.....	Bathurst,.....	Gloucester,.....	Jas. McIntosh,.....	125 00	
Petit Rocher, No. 4,.....	Beresford,.....	" .....	Jerome Boudreau,.....	125 00	
Tracadie, No. 3,.....	Saumarez,.....	" .....	B. D. Branscombe,.....	125 00	375 00
Weldford Station, No. 5,.....	Harcourt,.....	Kent,.....	Jas. N. Wathen,.....	122 48	
Kingston, No. 2,.....	Richibucto,.....	" .....	Geo. A. Coates,.....	114 80	
Rass River, No. 9,.....	Weldford,.....	" .....	Judson B. Clarke,.....	125 00	
Buctouche, No. 1,.....	Wellington,.....	" .....	T. E. Colman,.....	125 00	487 28
Hampton Station, No. 2,.....	Hampton,.....	Kings,.....	A. H. Sherwood,.....	125 00	
Havelock Corner, No. 8,.....	Havelock,.....	" .....	Frank H. Wheeler,.....	125 00	
Clifton, No. 5,.....	Kingston,.....	" .....	Louise Wetmore,.....	112 24	
Bloomfield Station, No. 2,.....	Norton,.....	" .....	{ J. W. Richardson,.....	{ 79 08	
		" .....	{ C. E. Black,.....	{ 43 36	
Apohaqui, No. 25,.....	Stadtholm and Sussex,.....	" .....	Wm. I. Goodwin,.....	125 00	609 68
<i>Forward,.....</i>					\$3,062 31

TABLE XII.—PART ONE.—Continued

No. and Name of District.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Edmundton, No. 1,	Madawaska,	Madawaska,	<i>Brought forward,</i>	.....	\$3,062 31
Derby, No. 1,	Derby,	Northumberland,	Mason R. Benn,	\$125 00	125 00
Newcastle, No. 7,	Newcastle,	"	J. J. Clarke,	123 72	
McDonald's Corner, No. 10,	Cambridge,	Queens,	Philip Cox,	125 00	248 72
Gaspereaux, No. 5,	Chipman,	"	J. W. Flower,	125 00	
Campbellton, No. 1 A,	Addington,	Restigouche,	Margaret S. Cox,	125 00	250 00
			{ E. W. Lewis,	{ 68 82	
			{ C. P. Steeves,	{ 40 03	
River Charlo, No. 2,	Colborne,	"	Chas. H. Edgett,	125 00	233 85
Milford, No. 13,	Lancaster,	St. John,	Hedley V. Hayes,	125 00	
St. Martins, No. 2,	St. Martins,	"	Ernest A. McKay,	117 35	242 35
Fredericton Junction, No. 1,	Gladstone,	Sunbury,	S. D. Alexander,	125 00	
Upper Maugerville, No. 2,	Maugerville,	"	Henrietta L. Barker,	123 72	248 72
Grand Falls, No. 7,	Grand Falls,	Victoria,	Richard Wheeler,	107 14	107 14
Dorchester, No. 2,	Dorchester,	Westmorland,	Geo. J. Oulton,	125 00	
Town of Moncton, No. 5,	Moncton,	"	S. O. Wilbur,	125 00	
Sackville, No. 11,	Sackville,	"	Geo. J. Trueman,	125 00	
Petitcodiac, No. 1,	Salisbury,	"	Nelson W. Brown,	117 35	
Salisbury, No. 24,	Salisbury, Moncton, and Coverdale,	"	Amos O'Brien,	125 00	
Port Elgin, No. 1,	Westmorland,	"	W. Woodbury Wells,	125 00	742 35
Keewick Ridge, No. 1,	Bright,	York,	Edwin T. McKnight,	125 00	
Canterbury, No. 4,	Canterbury and Woodstock	"	Peter Girdwood,	125 00	
Harvey Station, No. 2,	Manners-Sutton,	"	W. G. Chamberlain,	125 00	
Forest City, No. 14,	North Lake,	"	Mary Truswell,	123 72	623 72
Marysville, No. 3,	St. Marys,	"	W. T. Day,	125 00	
					\$5,884 16

TABLE XII. Part Two. TERM ENDED JUNE 30TH, 1892.

No. AND NAME OF DISTRICT.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
Elgin Corner, No. 2,	Elgin,...	Albert,	Herbert B. Steeves,	\$125 00	
Hillsboro, No. 2,	Hillsboro,...	"	Wm. M. Burns,	125 00	
Hopewell Hill, No. 2,	Hopewell,...	"	Ralph Colpitta,	124 02	\$374 02
Hartland, No. 3,	Brighton,...	Carleton,	Amasa Plummer,	125 00	
Bristol, No. 1,	Kent and Peel,	"	Georgia A. Wheeler,	125 00	
Florenceville, No. 4,	Simonds and Wicklow,	"	C. T. Hendry,	123 03	
Jacksonville, No. 7,	Wakefield,	"	John Farley,	125 00	
Centreville, No. 4,	Wilmot and Wicklow,	"	S. S. Miller,	125 00	623 03
Campobello, No. 1,	Campobello,	Charlotte,	A. W. Hickson,	125 00	
North Head, No. 1,	Grand Manan,	"	Archie M. Covert,	122 05	
St. George, No. 1,	St. George,	"	Geo. M. Johnston,	121 00	
Moore's Mills, No. 1½,	St. James and St. David,	"	John C. Robertson,	114 18	
Town of St. Stephen,	St. Stephen,	"	P. G. McFarlane,	115 00	597 23
Bathurst Village, No. 16,	Bathurst,		James McIntosh,	125 00	
Petit Rocher, No. 4,	Beresford,	Gloucester,	Jerome Boudreau,	123 03	
Tracadie, No. 3,	Saumarez,	"	J. D. Branscombe,	125 00	373 03
Weldford Station, No. 5,	Harcourt,	Kent,	Jas. N. Wathen,	125 00	
Kingston, No. 2,	Richibucto,	"	Geo. A. Coates,	125 00	
Bass River, No. 9,	Weldford,	"	Judson B. Clark,	125 00	
Buctonche, No. 1,	Wellington,	"	A. E. Pearson,	125 00	500 00
Hampton Station, No. 2,	Hampton,	Kings,	A. H. Sherwood,	122 54	
Havelock Corner, No. 8,	Havelock,	"	Frank H. Wheeler,	124 02	
Clifton, No. 5,	Kingston,	"	W. A. E. Dykeman,	58 56	
Springfield, No. 1,	Springfield,	"	J. W. Flower,	125 00	
Apoahqui, No. 25,	Studholm,	"	W. I. Goodwin,	125 00	
<i>Forward,</i> .....					\$2,467 31

TABLE XII. PART TWO.—Continued

No. and Name of District.	Parish.	County.	Teacher.	Provincial Allowance.	Total to County.
			<i>Brought Forward.</i>		\$2,467 31
Bloomfield Station, No. 2.	Norton.	Kings.	J. W. Richardson.	\$125 00	680 12
Edmundston, No. 1.	Madawaska.	Madawaska.	Mason R. Benn.	114 17	114 17
Derby, No. 1.	Derby.	Northumberland.	J. J. Clarke.	124 02	
Newcastle, No. 7.	Newcastle.	"	Philip Cox.	125 00	249 02
McDonald's Corner, No. 10.	Cambridge.	Queens.	Heber B. Barton.	125 00	
Gaspereaux, No. 5.	Chipman.	"	Margaret S. Cox.	125 00	250 00
Campbellton, No. 1 A.	Addington.	Restigouche.	E. W. Lewis.	125 00	
River Charles, No. 2.	Colborne.	"	Charles H. Edgett.	125 00	250 00
Milford, No. 13.	Lancaster.	St. John.	Hedley V. Hayes.	125 00	
St. Martins, No. 2.	St. Martins.	"	Ernest A. McKay.	123 52	248 52
Frederickton Junction, No. 1.	Gladstone.	Sunbury.	S. D. Alexander.	125 00	
Upper Manguerville, No. 2.	Manguerville.	"	Henrietta L. Barker.	120 08	245 08
Grand Falls, No. 7.	Grand Falls.	Victoria.	M. J. McKenna.	125 00	125 00
Dorchester, No. 2.	Dorchester.	Westmorland.	Geo. J. Oulton.	125 00	
Town of Moncton, No. 5.	Moncton.	"	S. C. Wilbur.	125 00	
Sackville, No. 11.	Sackville.	"	Geo. J. Trueman.	125 00	
Petitodiac, No. 1.	Salisbury.	"	N. W. Brown.	123 03	
Salisbury, No. 24.	Salisbury, Moncton, and Coverdale.	"	Amos O'Brien.	125 00	
Port Elgin, No. 1.	Westmorland.	"	W. Woodbury Wells.	125 00	748 03
Keawick Ridge, No. 1.	Bright.	York.	Geo. M. Blakney.	125 00	
Canterbury, No. 4.	Canterbury and Woodstock.	"	Peter Girdwood.	122 05	
Harvey Station, No. 2.	Manners-Sutton.	"	W. B. Chamberlain.	125 00	
Forest City, No. 14.	North Lake.	"	Mary Truswell.	125 00	
Marysville, No. 3.	St. Mary's.	"	W. T. Day.	110 00	607 05
					\$5,984 30



TABLE XIII. GRAMMAR SCHOOLS: THE YEAR ENDED JUNE 30TH, 1892.

(INCLUDED IN PREVIOUS TABLES.)

Port One.—THE TERM CLOSED DECEMBER 31ST, 1891.

LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.				OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.											
					No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	Provincial Grant, &c. — SALARY OF THE PRINCIPAL.	MODERN COURSE.	CLASSICAL COURSE.									
					FURTHER.	Legally authorized days Principal's Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for Term.	IX	X	XI	IX	X	XI	IX	X	XI		
Albert, .....	Alma, .....	14	13	84	40	25	97	\$173.21	\$175.00	\$348.21	3	25	2	3	9	2	3	9	2	
Carlton, .....	Woodstock, .....	6	6	450	53	45	89	175.00	200.00	500.00	14	10	4	12	10	4	12	10	4	
Charlotte, .....	St. Andrews, .....	4	4	294	28	24	89	175.00	200.00	375.00	18	13	4	18	13	4	18	13	4	
Gloucester, .....	Bathurst, .....	4	4	212	36	27	89	175.00	225.00	400.00	18	13	4	18	13	4	18	13	4	
Kent, .....	Richibucto, .....	4	4	104	76	54	93	175.00	175.00	350.00	18	13	4	18	13	4	18	13	4	
Kings, .....	Sussex, .....	4	4	246	40	31	89	175.00	200.00	350.00	18	13	4	18	13	4	18	13	4	
Northumberland, .....	Chatham, .....	5	5	244	40	31	89	175.00	200.00	350.00	18	13	4	18	13	4	18	13	4	
Queens, .....	Gagetown, .....	3	3	143	25	19	88	175.00	150.00	300.00	6	5	1	6	5	1	6	5	1	
Restigouche, .....	Dalhousie, .....	4	4	128	25	18	88	173.03	200.00	373.03	6	5	1	6	5	1	6	5	1	
Saint John, .....	Saint John, .....	4	4	128	16	11	89	175.00	162.50	662.50	11	8	4	11	8	4	11	8	4	
Sunbury, .....	Sheffield, .....	2	2	83	47	27	88	175.00	175.00	348.03	3	3	6	3	3	6	3	3	6	
Victoria, .....	Andover, .....	6	6	259	31	18	88	173.03	200.00	375.00	11	8	10	11	8	10	11	8	10	
Westmorland, .....	Shediac, .....	4	4	133	133	102	85	175.00	200.00	375.00	11	8	10	11	8	10	11	8	10	
York, .....	Fredericton, .....	64	62	2,162	706	520	..	\$2,231.77	\$3,080.00	\$6,111.71	109	36	18	226	85	43	226	85	43	
New Brunswick, .....	Cor. Term, 1890, .....	62	57	2,723	650	495	..	2,056.21	2,987.50	4,832.77	85	19	19	157	51	41	157	51	41	
Increase, .....	.....	2	5	39	56	..	..	\$176.56	\$112.50	\$238.06	24	17	1	69	34	2	69	34	2	
Decrease, .....	.....	..	..	..	..	..	..	.....	.....	.....	..	..	..	..	..	..	..	..	..	

\* Paid by the University of New Brunswick. In addition, the Principal received \$98.74, under the provisions of Sec. 104, (13).

TABLE XIII. Part Two.—GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1892.

(INCLUDED IN PREVIOUS TABLES.)

LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under principal's supervision.			OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.									
					No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	PUPILS.		PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.	MODERN COURSE.	CLASSICAL COURSE.					
								No. of Pupils on the Register.	No. of Pupils daily present.				Legally authorized days	Provincial aid.	Salaries from the Trustees per Term.	Total Salary per term.	
												IX	X	XI	XII		
Albert, .....	Alma, .....			T. E. Colpitts, A. B., .....	2	2	97	42	29	127	\$175 00	\$175 00	\$350 00	8	..	..	..
Carlisle, .....	Woodstock, .....			R. P. Steeves, A. B., .....	13	13	645	51	37	125	175 00	325 00	500 00	25	10	3	4
Charlotte, .....	St. Andrews, .....			Wm. Brodie, A. B., .....	6	6	296	35	28	125	175 00	200 00	375 00	19	1	16	4
Gloucester, .....	Richmond, .....			C. H. Cowperthwaite, A. B., .....	6	6	213	35	20	125	175 00	225 00	400 00	8	..	2	3
Kent, .....	Richbucko, .....			H. T. Colpitts, A. B., .....	4	4	100	24	24	127	175 00	175 00	350 00	4	..	5	..
Kings, .....	Sussex, .....			R. D. Harrison, A. B., .....	5	5	256	40	24	112	158 80	175 00	331 80	..	..	2	..
Northumberland, .....	Chatham, .....			G. H. Harrison, A. B., .....	6	6	237	41	20	124	174 30	200 00	374 30	..	..	17	5
Queens, .....	Gagetown, .....			Mary K. Tibbitts, A. B., .....	2	2	72	36	20	127	150 00	150 00	300 00	4	1	5	..
Restigouche, .....	Dalhousie, .....			A. Ross, A. B., .....	3	3	146	30	13	125	175 00	200 00	375 00	9	..	3	..
Saint John, .....	St. John, .....			Wm. M. McLennan, A. M., .....	4	4	118	118	88	124	175 00	517 50	682 50	7	3	..	..
Sunbury, .....	Shediac, .....			Aaron Lawson, A. B., .....	2	2	82	21	15	124	158 02	162 50	320 52	..	..	16	..
Victoria, .....	Andover, .....			H. C. Henderson, A. B., .....	2	2	86	45	25	125	175 00	175 00	350 00	4	2	7	1
Westmorland, .....	Shediac, .....			J. G. A. Belyea, A. B., .....	7	7	272	42	27	127	175 00	200 00	375 00	..	..	1	6
York, .....	Fredericton, .....			B. C. Foster, A. B., .....	4	3	113	113	94	125	†	200 00	..	17	5	6	23
New Brunswick, .....	..			..	63	59	2,773	683	488	..	\$2,214.12	\$3,030.00	\$5,094.12	105	83	11	192
Cor. Term, 1891, .....	..			..	64	59	2,751	665	466	..	2,194.57	3,117.50	5,112.07	98	13	11	171
Increase, .....	..			..	2	4	..	18	32	..	\$19.55	\$37.50	\$17.95	10	20	..	49
Decrease, .....	..			..	..	..	..	..	..	..	..	..	..	21	51	..	6

† Paid by the University of New Brunswick. In addition, the Principal received \$67.50 under the provisions of section 104 (15).



TABLE XV.—PUBLIC SCHOOLS: TEACHERS' EXAMINATIONS: JUNE EXAMINATION AND FOR ACADIAN TEACHERS, 1892.

TERMS AND STATIONS.	No. of candidates ad- mitted to the writ- ten examination and grounds of admission.					MALE.												FEMALE.												SUMMARY.						Total Licensed.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
	As classified Student-Teachers of the Provincial Normal School.	As holding License from the Board of Education.	As Graduates in Arts.	As having undergone training at a Normal School not in N. B.	As eligible for Examination.	Total No. admitted.	Grammar School Class.			I Class.			II Class.			III Class.			I Class.			II Class.			III Class.			Males.			Females.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
							No. examined for the Class.	No. that obtained this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.	No. that failed to obtain any Class.	No. examined for this Class.	No. obtained 1st Class.	No. obtained 2nd Class.	No. obtained 3rd Class.		No. that failed to obtain any Class.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
DECEMBER, 1891.	18	...	...	...	7	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...</

---

Issue of School Licenses, awarded upon Examination in December, 1891.  
and May and June, 1892.

The number of applicants for each Class will be seen from the preceding table. The following list contains the names of successful candidates only.

DECEMBER, 1891.

*Third Class.*—Thos. Allain, Minnie Allard, Marie Flora Boudreau, Marie Gertrude Boudreau, Helene Boudreau, Marie L. Bourque, Mary R. Cody, Marie Justine Cormier, M. Victoire Cormier, M. Alice J. Cyr, Delina Daigle, Emma D. Gandet, Eugenie J. Gandet, Philomene D. LePlante, Delphine LeBlanc, Elizabeth R. Robichaud, Josephine Robichaud, Mary Elizabeth Wheten, Philomene G. DesRoche.

MAY, 1892.

*Third Class.*—Elzear Boudreau, Jos. F. Godin, Issie B. LeBlanc, Susanne Babineau, Elizabeth Boudreau, Catharine E. Comeau, Sara Jaillet, Natalie Maillet, Vitaline Maillet, Elizabeth O. Robichaud, Marie Jeannie LeBlanc.

JUNE, 1892.

*Grammar School Class.*—Rupert D. Hanson, A. B., Frederick P. Yorston, A. B., Elizabeth McNaughton, A. B.

*First Class.*—Harry Fulton MacLeod, A. B., Hugh W. Peppers, A. B., Wm. L. Allain, Foster G. Calder, Robert A. W. Colpitts, Cecil C. Jones, Michael C. Kelly, Robert B. Masterton, Pius Michaud, Frank O. Pray, Francis Geo. Berton, A. B., A. Vernon Clarke, Alvah C. Foster, Clinton H. Gray, John W. Menzie, Chas. Ed. McCulloch, A. B., Thos. Rogers, VanBuren Thorne, A. B., Brunswick H. Webb, Walter W. Wells, Geo. H. Wheeler, J. Leigh White, Mary Appleby, Agnes Louisa Carr, \*Ella Blanche Clark, Flora Clarke, Ada Minnie Colpitts, Mabel E. DeWitt, Mary Agnes Dupius, Minnie Stewart Fowler, Agnes Adelaide Fraser, Bessie May Fraser, Alice Gibson, Marion C. Gough, Frances Agnes Haldane, Daisy Helen Hanson, Mary Isabel Jordan, Ida B. Myles, Fannie M. McNally, Eliza Alice Oulton, Mary Bertrand Perkins, Margaret Perley, Mary Estelle Phillips, Edith Clare Porter, Grace Randolph Porter, Harriet H. Richardson, M. Emelina Riecker, Elizabeth H. Roderick, Phebe White Robertson, Alice Moore Rogers, Frances Janet Rosborough, Beatrice Sansom, \*Annie D. Stanger, Madeleine Sissou, Eva E. Welling, Amy Dutcher Young, Emma Condon, Mary Amanda Doyle, Mary C. Evans, Susie B. Ganong, Bessie May Good, Mary Lelia Gregory, Lizzie Jane Harper, Mary Ellen Harvie, Laura H. Horsman, Lucy A. McKenzie, Annie L. Parks, Jessie Purdy, Georgina M. Riecker, Margaret Kent Stuart, Eva Blanche Wheeler, Mary A. E. Farrell, Maggie McKenna, Elizabeth Richard, Helena M. Kirk.

*Second Class.*—Harper R. Allen, Von Lee Alward, Hollis E. Calkin, Wm. Standish Carson, Isaac Draper, Geo. A. Harshman, Thos. V. Hunter, Ed. Dudley

---

\* I. C.—When passed in spelling.

Jewett, Walter S. Keith, Gordon B. Knight, Walter N. Miner, Stephen Chas. Morrell, Arthur S. Murphy, Omer L. Northrup, Jerome E. Porter, Blanchard P. Steeves, Frank D. White, Samuel Boyd Anderson, John Daniel Brown, Emma Ameraux, Eliza Ethel Asker, Effie Grace Astle, Nellie G. Atherton, Bessie Louise Babbitt, Margaret Baird, Jessie I. Belyea, Mary E. Blacklock, Susy S. Boyce, Laura E. Boyd, Maggie May Briggs, Mary Elizabeth Brown, Annie Laura Bubar, Cath. Isabella Cameron, Grace Florence Carter, Isabel Anna Carter, Margaret Agnes Cassidy, Margaret Elizabeth Cassidy, Laura Alberta Chase, Bessie Long Colter, Maggie M. Colter, Alice Ruberty Conley, Mary Beckerton Conley, Mary E. Connolly, Elizabeth Cook, Edna Louise Currie, Margaret Ann Currie, Aurelie Daigle, Mary M. M. Dealy, Emily Gertrude Dibblee, Gertrude Alexis Dickson, Mary Ellen Donovan, Janie O. Duncan, Nellie Burcher Estey, Clara Ethel Everett, Clara J. Flanagan, Mabel Jerome Flood, Christina Ellen Fraser, Annie Louise Gallivan, Margaret Agnes Garity, Annie Elizabeth Garratt, Mary Emeline Geldart, Mabel I. Gilmore, Aravessa Grant, Martha Hackett, Janet A. Hanington, Emma Harquail, Ellen D. Harshman, Jessie Margaret Hayes, Mary Annie Haynes, Hattie Rebecca Hazleton, Jennie Warren Holder, Nellie G. Hoyt, E. Annie Hudson, Jane F. Jardine, Mary Elizabeth Knight, Charlotte Jane Malay, Emma Maxwell, Ethel Irene Mersereau, Mary Helen Mitchell, Mary Josephine Moore, Flora Jane Murray, Adelaide Mary McKendy, Maggie McKenzie, Catharine Kerr McLean, Jennie Squiers McLeod, Florence E. B. McManus, Mary McNally, Hattie Nevers, Margaret Agnes O'Brien, Cecilia O'Reilly, Cynthia E. Oulton, Julia Etta Oulton, Amy C. Peck, Maggie Ellen Porter, Lizzie Ferguson Savage, Bessie Estella Scott, Jeanie Andrew Scott, Charlotte Ella Seely, Ida May Shaw, Mary Ann Shea, Myra L. Sherman, Minnie Smith, Jennie C. Somerville, Alice May Spragg, Margaret Amelia Stewart, Bessie Sullivan, Johanna Theresa Sutton, Marjorie Taylor, Maud B. Thompson, Emeline Beatrice Thorne, Bessie Jane Thorne, Irene N. Tingley, Lottie E. Vandine, Annie Maude Waldron, Minnie Estella Weldon, Bessie Clara Wheaton, Alice Del. Wheaton, Anna Ritchie Wheeler, Julia Edith Wilbur, Alice Victoria Wilson, Laura Robinson Wilson, Ella Maude Wolhaupter, Ethlyn Clara Young, Lucy A. W. Young, Annie May Babbitt, Viola A. Barteau, Flora Lee Barteau, Carrie Edith Burt, Lizzie Alberta Campbell, Ella J. Connell, Edith M. Dickie, Emma Jane Dunphy, Margaret G. Emerson, Isabella Estabrooks, Edith Lillian Fletcher, Mary N. Foreman, Gertrude V. Gilmore, Grace Liela Lloyd, Lizzie J. Merrithew, Manie Musetta Mitchell, Ella McAlary, Grace McBean, Jennie R. McAllister, Violet E. Roberts, Alice Maud Robertson, Maria Jane Rush, Mary Sansom, Anna L. H. Sleep, Araminta Maud Thompson, Mabel Josephine Turnbull, Maud S. Wheeler, Gertrude Fitzgerald, Sara Bondreau, Laura O'Rielly, Katie Haggerty, Mary J. Farren.

*Third Class.*—Sarah Purdy Brown, Margaret G. Driscoll, Rebecca Jane Cushman, William Kerr, Hazen Schriver, Robert J. Ward, Willard R. Demmons, E. Gertrude Armstrong, Nellie Armstrong, Evelyn R. Bennett, Mary L. R. Bishop, Emma I. Black, Florence I. Black, Elizabeth E. Brewer, Emma Boudreau, Jennie Louise Clark, Mary Maud Clapham, Renie Annabelle Clift, Pauline J. Cronkrite, Ella Maud Currie, Alice Gertrude Elhatton, Sarah C. Fowler, Emma R. Gillies,

---

Francoise E. Girouard, Eliza J. Good, Lizzie Mary Grogan, Annie Jane Hazen, Elsie R. Henderson, Effa Catharine Jones, Minnie Mabel Killam, Lena Bell Kimball, Emiline Lowrey, Margaret Matheson, Maggie Elizabeth Menzie, Bertha Alwilda Merrithew, Frances Louise Mitchell, Mary C. Monohan, Lizzie Minerva Monteith, Annie Laura Murray, Isabel McAuley, Bridget Cath. Patterson, Mary Emma Patterson, Ella Gertrude Payne, Mary C. Phelan, Annie Beatrice Smith, Janie C. Smith, Mary Margaret Smith, Catherine Ann Stewart, Nellie Frances Sullivan, Lizzie Harding Taylor, Esther Thomas, Laura Gertrude Thompson, Ella Gertrude Tompkins, Agrippina Ultican, Laura M. Wilbur, Susie Wilson.

IN READING ONLY.

*First Class.*—Jeannie McFarlane.

*Second Class.*—Eunice C. Kelly, Sarah A. Fleming.

IN SPELLING ONLY.

*First Class.*—Joseph L. Lochary, Sophie M. Lamont.

TABLE XVI. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1892.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Albert, .....	Hillsboro, .....	No. 2, .....	Paid May 16, '92	\$11 43	\$ 5 71	\$ 17 14	46
" .....	Hopewell, .....	" 7, .....	" June 1, '92	7 11	3 55	10 66	62
Carleton, .....	Woodstock, .....	Town, .....	" Oct. 20, '92	40 06	20 00	60 06	48
" .....	" .....	No. 6, .....	" Sept. 16, '92	18 83	9 42	28 25	73
Charlotte, .....	Campobello, .....	" 1, .....	" Apr. 22, '92	.....	.....	.....	....
" .....	" .....	" .....	" May 17, '92	.....	.....	.....	....
" .....	St. Andrews, .....	Town, .....	" June 16, '92	41 69	20 00	61 69	120
Kings, .....	Greenwich, .....	No. 3, .....	" June 22, '92	42 92	20 00	62 92	181
" .....	Norton, .....	" 2, .....	" Jan. 2, '92	22 00	11 00	33 00	51
Queens, .....	Gagetown, .....	" 3, .....	" Mar. 7, '92	11 00	5 50	16 50	53 ?
St. John, .....	Musquash, .....	" 6, .....	" Apr. 29, '92	18 84	9 42	28 26	32
" .....	St. John, .....	City, .....	" Dec. 13, '92	34 92	17 69	52 61	111
" .....	" .....	" .....	" Apr. 2, '93	.....	.....	.....	....
Victoria, .....	Andover, .....	No. 3, .....	" Oct. 28, '92	30 16	15 08	45 24	87
Westmorland, .....	Salisbury, .....	" 24, .....	" Jan. 7, '92	18 75	9 37	28 12	61
" .....	Westmorland, .....	" 5, .....	" Jan. 29, '92	21 94	10 98	32 92	88
York, .....	Canterbury, .....	" 4, .....	" July 19, '92	10 11	5 05	15 16	42
" .....	Fredericton, .....	City, .....	" Aug. 15, '92	12 83	6 42	19 25	29
" .....	Prince William and Mans- ters-Sutton, .....	No. 11, .....	" Aug. 13, '92	40 00	20 00	60 00	?
" .....	" .....	" .....	" June 25, '92	12 00	6 00	18 00	45
				\$394 59	\$195 19	\$589 78	1129



TABLE XVII.—PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School during the**Term ended June, 1891.*

(Allowance of Mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Geo. M. Bleakney,	Westmorland,	\$ 7 92
2	A. Weldon Colpitts,	"	13 80
3	Edgar M. Copp,	"	13 80
4	Wm. J. Loggie,	Northumberland,	6 60
5	Allen E. Schriver,	York,	2 70
6	Chas. W. Semple,	Carleton,	4 80
7	Chas. D. Strong,	Queens,	4 50
8	Geo. J. Trueman,	Westmorland,	13 80
9	Wilfred B. Webb,	Queens,	3 30
10	Elizabeth Beatteay,	St. John,	3 96
11	Mary E. Berry,	"	3 96
12	Isabella J. Caie,	Kent,	9 60
13	Julia T. Colpitts,	Westmorland,	13 80
14	Alexandra P. Comber,	Carleton,	4 08
15	Ella A. Copp,	Westmorland,	13 80
16	Isabella Estabrook,	St. John,	3 96
17	Annie S. Willmore,	Westmorland,	9 30
18	Mina L. Fisher,	Carleton,	3 90
19	Annie L. Fleetwood,	Westmorland,	9 30
20	Edna M. Gregory,	St. John,	3 96
21	Agnes M. Hamilton,	Westmorland,	9 30
22	Lettie Kelly,	Kings,	6 60
23	Mary M. Kennedy,	Carleton,	6 00
24	E. Alice Loggie,	Northumberland,	6 60
25	Annie J. Moore,	Albert,	10 50
26	Sarah M. Mullan,	York,	1 50
27	Catherine McLeod,	Northumberland,	6 60
28	Julia Neales,	Carleton,	3 90
<i>Forward,</i>			<b>\$201 84</b>

TABLE XVII.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$201 84
29	Maude Sharpe,	Westmorland,	8 10
30	Catherine A. Willis,	"	9 30
31	Cyrus H. Acheson,	Charlotte,	5 88
32	Donald S. Carmichael,	Restigouche,	10 80
33	A. Vernon Clarke,	Charlotte,	6 30
34	Edward A. Colman,	Sunbury,	1 38
35	W. Leonard Emack,	Victoria,	6 18
36	Anders J. Jensen,	Vanceboro, Me.,	4 08
37	John W. Menzie,	Kings,	6 60
38	Edward L. Price,	Westmorland,	8 10
39	R. Edwin Taylor,	Charlotte,	4 44
40	Harry C. S. Todd,	"	6 60
41	Walter W. Wells,	Westmorland,	11 70
42	Georgie M. Adams,	York,	60
43	Edith M. Bishop,	Westmorland,	10 80
44	Emily Blake,	Restigouche,	10 98
45	Marie E. Bourque,	Kent,	12 00
46	Helen S. Briggs,	Caribou, Me.,	6 36
47	Katharine L. Brown,	Carleton,	3 60
48	Louise C. Brown,	St. John,	3 96
49	Mary M. Brown,	Westmorland,	8 10
50	Mary Buckley,	Kent,	7 80
51	Jennie B. Bull,	Carleton,	3 90
52	Annie L. Campbell,	Queens,	3 30
53	Maggie I. Campbell,	St. John,	3 96
54	Alice M. Carleton,	"	3 96
55	Orissa E. Cole,	Westmorland,	11 10
56	Alma A. Colpitts,	Carleton,	3 90
57	Edith A. Comben,	Carleton,	4 08
58	Margaret E. Crowley,	Charlotte,	6 54
59	Sadie M. Cronk,	"	8 40
60	Charlotte Crossman,	Westmorland,	9 30
61	Ada B. Crowhurst,	"	9 30
62	Mary A. Daley,	Albert,	11 10
63	Annie L. Darling,	Kings,	5 10
64	Eva M. A. Devereaux,	Gloucester,	10 20
65	Emeline M. Dunlop,	Kings,	5 52
66	Jessie M. L. Dunphy,	Northumberland,	4 50
67	Maggie H. Easton,	Charlotte,	2 34
68	Sarah A. Fleming,	Restigouche,	12 54
69	Bertha M. Flewelling,	Kings,	5 10
70	Maggie J. Fowler,	"	5 40
		<i>Forward,</i>	\$485 04

TABLE XVII.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$485 04
71	Ada M. Fowler,	Sunbury,	4 80
72	Sarah Gallagher,	Carleton,	3 60
73	Susie B. Ganong,	Charlotte,	5 40
74	Annie M. Gaskin,	Albert,	9 48
75	Melinda Gautreau,	Westmorland,	10 20
76	Georgie Good,	Carleton,	3 96
77	Marie E. Girouard,	Kent,	12 00
78	Ida L. Glendenning,	York,	2 58
79	Maggie G. Graham,	Kent,	9 00
80	Lizzie J. Harper,	Sunbury,	4 80
81	Isabella Henry,	Westmorland,	9 30
82	Margaret M. Hopper,	"	9 60
83	Annie M. Hyslop,	Charlotte,	4 80
84	Annie J. Jarvis,	York,	1 50
85	Mary G. Jones,	Northumberland,	6 60
86	Violet L. Kirk,	St. John,	3 96
87	Effie Kirkpatrick,	Debec,	4 50
88	Maggie Kirkpatrick,	St. John,	6 00
89	Isabella Lochary,	Charlotte,	5 40
90	Sarah E. Masterton,	Kent,	8 40
91	Jennie H. Mowry,	St. John,	3 96
92	Alice S. McCole,	Kings,	6 60
93	Annie M. McCosh,	Northumberland,	6 60
94	Bertha G. McDonald,	Carleton,	3 90
95	Emma McIntosh,	Restigouche,	12 00
96	Fannie McLaren,	Westmorland,	9 30
97	Eva N. A. McMullan,	York,	3 30
98	Edith O'Brien,	Charlotte,	5 70
99	Mary Orchard,	Queens,	3 00
100	Flora I. Oulton,	Westmorland,	13 80
101	Maggie M. Pickle,	Kings,	5 82
102	Alice M. Read,	Westmorland,	13 20
103	Janet H. Reade,	"	13 50
104	Blanche M. Reid,	Northumberland,	6 60
105	Mary A. Reid,	Albert,	11 10
106	Cora A. Reid,	Madawaska,	9 60
107	Jane E. Roberts,	St. John,	3 96
108	Emma M. Robertson,	"	3 96
109	Eleanor P. Ryan,	Kings,	6 72
110	Clara Shannon,	Gloucester,	10 20
111	Annie E. Simpson,	Charlotte,	6 60
112	Lillie I. Simpson,	St. John,	3 96
113	M. Alice Smith,	York,	2 58
		<i>Forward,</i>	\$776 88

TABLE XVII.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	\$ 776 88
114	Nellie E. Smith,	Kings	6 42
115	Lillian M. Steeves,	Westmorland,	11 10
116	Emma C. A. Stout,	Gloucester,	9 00
117	Minnie Sullivan.	Kent,	12 00
118	Mary I. Trenholm,	Westmorland,	14 16
119	Christiana Tripp,	York,	90
120	Joanna E. Walsh,	Westmorland,	8 10
121	Lillian B. Welling,	"	10 38
122	Annie. E. Weston,	Queens,	1 80
123	Harriet E. Willis,	Westmorland,	9 30
124	Austin A. Allen,	"	13 80
125	Samuel B. Anderson,	"	13 20
126	Isaac J. D. Coltart,	Northumberland,	6 60
127	John A. Drake,	Carleton,	4 50
128	Annie T. Alexander,	Queens,	4 80
129	Viola A. Barteau,	Charlotte,	6 60
130	Janie Brander,	Northumberland,	6 60
131	Annie Campbell,	York,	60
132	Sarah A. Daley,	Westmorland,	9 30
133	Emma J. Dunphy,	Northumberland,	4 50
133½	Mary N. Foremau,	York,	1 50
134	Martha E. Flower,	Queens,	3 60
135	Julia A. Fowler,	Kings,	8 40
136	Beatrice Horsman,	Elgin,	8 70
137	Elizabeth J. Jardine,	Northumberland,	6 60
138	Mary K. Kinney,	Albert,	8 70
139	Grace L. Lloyd,	Queens,	5 10
140	Sarah C. Longstaff,	York,	4 20
141	Mary E. Lyon,	Carleton,	5 70
142	Blanche J. Mahoney,	Sunbury,	1 08
143	Lizzie J. Merrithew,	York,	1 20
144	Mamie M. Mitchell,	Charlotte,	6 54
145	Maggie J. H. Montgomery,	St. John,	4 50
146	Jennie R. McAllister,	York,	4 20
147	Minnie E. C. McFadden,	Westmorland,	11 40
148	Sadie I. McFarlane,	Charlotte,	5 88
149	Alice M. Robertson,	St. John,	3 96
150	Laura M. Scott,	York,	3 00
151	Violet E. Smith,	Kings,	6 00
152	Araminta Thompson,	Sunbury,	4 80
153	Annie F. Turner,	Gloucester,	10 20
154	Helen C. Turner,	"	10 20
155	Kate Tweedie,	Carleton,	3 90
		<i>Forward,</i>	\$1,059 90

TABLE XVII.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought Forward,</i>	<b>\$1,059 90</b>
156	Alberta Underhill,	Carleton,	4 50
157	Eph. D. Cormier,	Kent,	11 70
158	Marie J. Arseneau,	Gloucester,	9 30
159	Marie C. Barrieau,	Kent,	12 60
160	Marie L. Boudreau,	Westmorland,	10 32
161	Marie E. Bourgeois,	Kent,	10 68
162	Mary A. Grant,	Gloucester,	9 30
163	Lucy M. Hebert,	Westmorland,	10 32
164	Philomene D. Legere,	Gloucester,	10 80
165	Marie E. Richard,	Northumberland,	7 20
166	Annie E. Robichaud,	Gloucester,	10 20
167	Ellen M. Vautier,	"	10 20
168	Justine Cormier,	"	11 40
169	Christine Belliveau,	Westmorland,	10 20
170	Minna Glendinning.	York,	2 58
		Gov. War. No. 198.	<b>\$1,201 20</b>

TABLE XVII.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
1	Thos. Allain,	Kent,	\$ 12 00
2	Phillipe Belliveau,	Westmorland,	10 20
3	Minnie Allard,	Gloucester,	10 20
4	Marie F. Bondreau,	"	9 72
5	Gertrude Bondreau,	"	9 72
6	M. Héline Bondreau,	Northumberland,	7 20
7	Marie L. Bourque,	Kent,	11 76
8	Mary R. Cody,	Gloucester,	10 20
9	M. Victoirè Cormier,	"	11 40
10	Marie J. Alice Cyr,	Madawaska,	10 20
11	Marie Louise DeGrace,	Gloucester,	11 40
12	Philomene LePlante,	"	9 72
13	Elizabeth R. Robichaud,	"	10 20
14	Marie I. Robichaud,	"	10 20
15	Mary E. Wheten,	Kent,	8 40
16	Eugenia J. Gaudet,	Westmorland,	10 20
17	Grace Finnis,	"	9 30
18	Lizzie J. P. Bayley,	Albert,	9 00
19	Jos. B. McIntosh,	York,	60
20	Maud H. Maxwell,	Charlotte,	5 16
21	G. T. Morton,	Kings,	7 08
22	Kate E. Porter,	Northumberland,	6 60
23	Nettie McG. Gray,	"	6 60
24	Jos. C. Sutherland,	York,	60
Gov. War. No. 1,005			\$ 207 66

TABLE XVIII. PUBLIC SCHOOLS: YEAR ENDED 31st DECEMBER, 1892.

*Statement of Chief Superintendent's Provincial Drafts to Teachers,  
and of County Fund Drafts to Trustees.*

(Summarized in Tables IX. and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December 31st, 1891.</i>		
References — Warrants Nos. 195, 196, 197, 489,...	\$72,531 92	
Amount County Fund for Term ended December 31st, 1891,.....		\$47,252 25
<i>For Term ended June 30th, 1892.</i>		
References — Warrants Nos. 1002, 1003, 1004, 1244,.....	70,149 29	
Blind Asylum, Halifax — Warrant No. 849,...	487 50	
Amount County Fund for Term ended June 30th, 1892: Schools,.....		45,917 70
Blind Asylum, Halifax,.....		487 50
Deaf and Dumb Institution, Fredericton, .....		810 00
Total,.....	\$143,168 71	\$94,467 45

**TABLM XIX.**—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE  
FOR THE YEAR ENDED DECEMBER 31st, 1892.

Schools (See Table IX for details):

Common, ....	\$126,366 86
Superior, ....	11,868 46
Grammar, ....	4,445 89
	<hr/>
Blind Asylum, Halifax, ....	\$142,681 21
	487 50

Normal School:

Salaries, (Table XIV), ....	5,812 50
-----------------------------	----------

Travelling Allowance to Student Teachers:

Paid in 1891, (see Table XVII), ....	1,408 86
--------------------------------------	----------

Salaries of Inspectors, ....	6,400 00
------------------------------	----------

Inspectors' Allowance, attending conferences, ....	550 00
--	--------

Examination of Candidates for Teachers' Licenses, including Examiners' and Deputies', December, 1891, and May and June, 1892, ....	748 75
--	--------

Travelling allowance:

Chief Superintendent of Education, 1892, ....	400 00
---	--------

School Libraries, ....	195 19
------------------------	--------

Special work in connection with School District Bounds, etc., by  
order of Board of Education:

Inspector Mersereau, ....	\$ 5 35
Joseph Stratton, ....	9 00
W. B. Hoyt, ....	30 00
Inspector Bridges, ....	10 00
	<hr/>
	54 35

Henry Johnson, services as Instructor in Mathematics at the Provincial Normal School, from January 18th to May 1st, by order of Board, ....	120 00
---	--------

"Educational Review," printing educational notices and ad- dresses, by order of Board, ....	38 35
--	-------

Sundry office expenses, ....	60 45
------------------------------	-------

Salaries:

Chief Superintendent, ....	\$2,000 00
Chief Clerk, ....	1,000 00
Clerk, ....	700 00
Clerk, ....	300 00
	<hr/>
	4,000 00
Janitor, ....	100 00

\$163,057 16





# QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF LICENSES AT  
THE EXAMINATION IN JUNE, 1892.

---

## GRAMMAR SCHOOL CLASS.

### TEACHING AND SCHOOL MANAGEMENT AND HISTORY

[Gr. SCH.]

OF EDUCATION.

*Time, 2 hours.*

1. Describe very briefly the Greek, Roman, Humanistic, Realistic and Modern ideals of education. Give the great names connected with each, and a short sketch of the life and influence of one of the leaders of modern educational thought.
2. "The aim of education is ethical." Discuss this statement, and show that the ethical aim includes the intellectual and physical aims.
3. What are the elements of character, and to what extent are these under the control of the teacher?
4. "The law of all development is from the simple to the complex." Illustrate this statement by a concise description of the order and processes of intellectual development.
5. What are the aims of physical *education in schools*? The means by which these aims are to be realized?
6. Suppose yourself placed in charge of a superior school of two departments, as principal, how would you *proceed to organize*? To what extent would you be responsible for the proper conduct of the *primary department*?
7. Describe the method you propose to *employ* in teaching either of the following subjects, viz.: Latin, Physics, History, Geometry.
8. On what general principles do you intend to administer the discipline of your school? What use do you propose to make of rewards and punishments as incentive to good conduct? Give your opinion of corporal punishment as a means of forming character.
9. In what special ways may the school aid in training for the duties of citizenship?  
N. B.—Questions 2 and 4 are alternates.

---

[Gr. SCH.]

LATIN.

*Time, 1 hr. 30 min.*

1. Translate into English:

- A. Cic. Phil. 2nd, Chap. 19, Sec. 48: *Intimus erat . . . tenebas.*
- B. Cic. in Cat. II., Chap. 10, Sec. 21: *Quantum genus . . . arbitrentur.*
- C. Hor. Bk. I., Sat. 3, Vv. 69—79: *Amicus dulcis . . . coerces.*
- D. Verg., Aen. II., Vv. 370—378: *Primus se . . . repressit; or*

## 1. Translate into English :

A. Cic. De Senec., Chap. 20, Sec. 72: Omnium ætatum . . . natura dissolvit.

B. Cic. Pro Arch., Chap. 8, Sec. 19: Sit igitur . . . contendunt.

C. Hor. Ars. Poet., Vv. 122—130: Sit Medea . . . indictaque primus.

D. Verg. Aen. II., Vv. 370—378: Primus se . . . repressit.

## 2. Parse fully: Abibat, repressit, cineres, rupto, strictis, erubuit, and write down the 3rd pers. sing. perf. ind. act. of: Traho, vello, ardeo, respicio, refulgeo, sino.

## 3. What cases do the following verbs respectfully govern? Potior, invideo, memini, persuadeo, obliviscor.

## 4. Express in Latin: He remembers the past. You ought not to have done this. The boy was persuaded to ask his father for money. I am tired of Horace's difficult odes.

## 5. Write a short account of the life of either Horace or Vergil. Name their most eminent contemporaries.

[GR. SCH.]

GREEK.

Time, 1 hr. 30 min.

(Questions 2, 3, 4 and 5 omitted for want of Greek type.)

## 1. Translate into correct English—

A. Xen. Anab. 2, Chap. 5, Secs. 19 and 20.

B. Hom. Iliad, 22, vv. 261-269; or

B. Hom. Iliad, 2, vv. 243-257.

C. Eur. Alc. Vv. 747-755.

[GR. SCH.]

ALGEBRA.

Time, 1 hr. 30 min.

$$1. \text{ Divide } \frac{x^{\frac{7}{3}}}{y^{\frac{14}{5}}} + \frac{y^{\frac{14}{5}}}{x^{\frac{7}{3}}} \text{ by } \frac{x^{\frac{1}{3}}}{y^{\frac{2}{5}}} + \frac{y^{\frac{2}{5}}}{x^{\frac{1}{3}}}$$

$$2. \text{ Simplify } \frac{1}{\sqrt{2} + \sqrt{3} + \sqrt{5}}$$

$$3. \text{ Eliminate } y \text{ between the equations } x^2 + y^2 = a^2, \\ y = m x + c.$$

Apply the condition for equal roots to the resulting quadratic in  $x$  and determine the value of  $c$  in terms of  $a$  and  $m$ .

$$4. \text{ Find the } n^{\text{th}} \text{ term and the sum of } n \text{ terms of the series } 1 + 3 + 5 + \dots$$

5. The difference between the first and second terms of a geometric series is 6 and the difference between the third and fourth is 54, find the series.
6. Expand  $(1-x)^{-2}$  by the Binomial Theorem and find the general term.
7. Shew how to apply logarithms to the calculation of Compound Interest.

[GR. SCH. PLANE AND SOLID GEOMETRY. *Time, 1 hr. 30 min.*

1. If two chords cut each other, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other. Prove this, and show what the property becomes when the chords meet outside the circle.
2. Find the locus of the intersection of equal tangents to two given circles: (a) when the circles intersect, (b) when each is external to the other.
3. What test would you apply, from the Sixth book of Euclid, to ascertain whether or not a certain line passing through the vertex is the bisector, internal or external, of the vertical angle?
4. In right angled triangles, the rectilineal figure described upon the side opposite to the right angle is equal to the similar and similarly described figures upon the sides containing the right angle.
5. How is the inclination of two planes measured? What conditions completely determine a plane?
6. To draw a straight line perpendicular to a given plane from a given point without it.
7. If a solid angle be contained by three plane angles any two of them must be together greater than the third.

[GR. SCH.] SPHERICAL TRIGONOMETRY. *Time, 1 hr. 30 min.*

1. What is a spherical triangle? How are its sides and angles measured? What is a quadrantal triangle? When are two triangles said to be polar to each other? Show that the sum of the three sides is less than  $360^\circ$ ?
2. By means of Napier's Rules write out the ten formulæ required in the solution of right spherical triangles. Prove any two of the formulæ.
3. In the oblique spherical triangle prove  $\cos a = \cos b \cos c + \sin b \sin c \cos A$ .
4. Prove  $\cos A = -\cos B \cos C + \sin B \sin C \cos a$ .
5. Prove  $\sin \frac{1}{2} A = \sqrt{\frac{\sin(s-b) \sin(s-c)}{\sin b \sin c}}$

What is the analogous formula in Plane Trigonometry?

6. Given two sides and the angle opposite one of them, show how to find the remaining parts.
7. In a right spherical triangle, given the two oblique angles, show how to find the remaining parts.

[GR. SCH.]

## GREEK AND ROMAN HISTORY.

*Time, 1 hr.*

1. Give a brief account of the Trojan war.
2. State what you know of the life and legislation of Solon.
3. In what ways did Themistocles and Pericles respectively assist in the development of Greece? What was the character and destiny of each?
4. State what you know of the following: Ostracism, Siege of Plataea, Battle of Thermopylae, Retreat of the Ten Thousand.
5. Who were the first seven kings of Rome? Give the chief events connected with the reign of one of them.
6. Describe the chief events connected with the attempts to restore the Tarquins to the throne of Rome.
7. Explain the significance of the following expressions: Tribunes of the Plebs, Licinian Rogations, First Triumvirate.
8. Describe the second Punic war, its origin, chief events, leaders.
9. State what you know of two of the following: Catiline's conspiracy, Crossing of the Rubicon, Caesar's conquest of Gaul, Fall of Carthage, Career of Mark Antony, the Marian Massacre, the Reign of Augustus.

Six questions make a full paper.

[GR. SCH.]

## GENERAL CHEMISTRY.

*1 hr. 30 min.*

1. From what circumstances would you infer the fact of chemical change? What conditions favor it? What results follow it?
2. Explain fully the form and structure of a candle-flame.
3. Define the terms "atom," "molecule," "atomic weight," "molecule weight," "specific weight."
4. Compare Chlorine and Sulphurous Acid as bleaching agents, showing in each case the method of manufacture.
5. Give the composition by weight of the five oxides of nitrogen. What laws may be deduced therefrom? Which of them are capable of being usefully employed, and how?
6. Explain, with formulæ, the chemistry of the following industrial processes: Bleaching, Soap-making, Glass-making, Photography, Sulphuric Acid manufacture, Soda manufacture.
7. What products are formed when gunpowder explodes? when iron rusts? when sugar ferments? when alcohol sours? when a match burns? Give formulæ in each case.
8. Explain the chemical significance of the following terms: Alkali, Alcohol, Triad, Isomer, Hydro-carbon.

Six questions make a full paper.

---



---

[GR. SCH.]      **ANIMAL AND VEGETABLE PHYSIOLOGY.**      *Time, 1 hr.*

1. What physiological purposes are effected by the following processes: Mastication, Secretion of Bile, Passage of the Blood through the Lungs, Movements of the Heart, Secretion of Sweat.
2. Describe fully the apparatus of Voice, *or* the structure of the Ear.
3. Describe, with illustrations, the different kinds of Joints formed in the body, with the expedients provided for greater strength and efficiency.
4. Explain the functions of the following parts or organs of plants: Petals, Bracts, Petioles, Rootstocks, Tendrils, Stigmas, Receptacles, Stomata, Placentæ.
5. What is meant by "inflorescence"? Name the kinds with examples.
6. What is meant by a Complete Flower, a Perfect Flower, a Neutral Flower, a Composite Flower. Do all Plants have Flowers?
7. Write brief notes on Endogenous Stems, Papilionaceous Corallas, Abortive Organs, Gymnospermous Pistils, Epiphytes.
8. What is an Axil? a Pappus? a Drupe! a Tuber? a Corn? a Spadix? a Stipule?
9. Mention and describe forms of Leaves which are not *foliage*.

Six questions make a full paper.

---

**CLASS I.**

[GR. SCH. & I.]      **SCHOOL SYSTEM.**      *Time, 1 hr.*

1. How is the amount of the county school fund determined? By whom assessed and levied? By whose order? How and by whom apportioned?
2. Name the different kinds of school meeting. On what authority can each be called? What business can be done at each?
3. State the conditions of eligibility and non-eligibility for the office of school trustee and the various ways in which the trustee office can be vacated.
4. What are the duties of the board of trustees with respect to (a) reports, etc., (b) their organization, (c) assessment and collection of rates.
5. Under what conditions can superior and grammar schools be established?
6. Name the several provisions respecting *substitute days*, *school libraries*, location of school houses and *visiting days*.

---

I.      **TEACHING AND SCHOOL MANAGEMENT.**      *Time, 2 hrs.*

1. What are the preliminary conditions of effective teaching, and what qualities natural and acquired enable a teacher to secure them in the highest possible degree?

2. What is the relation of subjects of instruction to education? Why should the course include such subjects as (a) Object Lessons. (b) Arithmetic. (c) History. (d) Natural Science. (e) Grammar. (f) Drawing. (g) Literature. (h) Morals. (i) Temperance and other Conditions of Health?
3. Describe the method you propose to adopt in teaching any one of the following subjects, viz.: Arithmetic, Geography, Writing, Reading.

NOTE.—A lesson plan on a selected topic in any of the subjects named may, if preferred, be given instead of the description.

4. What is the value of written examinations as a factor in teaching? How often should they be held?
5. What are the topics included under the general head of School Organization? Discuss any two of them, including either Classification, or Time Tables and Working Programmes.
6. On what general principles do you intend to deal with offences (a) Against good order and discipline. (b) Against morality?
7. Give an outline of the life and work of Comenius or of Pestalozzi.

I.

## GEOGRAPHY.

*Time, 1 hr. 30 min.*

## PART I.

1. On what conditions does the climate of a country chiefly depend?
2. Describe the surface and climate of Mexico.
3. Give some account of the extent and principal characteristics of the Atlantic Ocean.
4. Trace one of the principal rivers of Europe, naming the chief towns on its banks, and stating for what they are severally remarkable.
5. When the sun's declination is  $20^{\circ}$  S., what is its meridian altitude at St. John, latitude  $45^{\circ} 16' N.$ ?

## PART II.

6. Draw from memory an outline map of South America, indicating the chief mountains and rivers, and the political divisions.

NOTE.—The Examiner will allow 70 marks for Part I. and 30 for Part II.

I. II. III.

## CANADIAN HISTORY.

*Time, 1 hr.*

1. Describe the facts connected with the first discovery of the St. Lawrence River, the Bay of Fundy, Lake Champlain, the Mississippi.
2. State what you know of two of the following: Founding of Montreal, Battle of Bushy Run, Braddock's Defeat, Battle of New Orleans, Massacre of Fort William Henry.
3. In what way are the following persons connected with Canadian History: Jacques Cartier, LaTour, Wolfe, Pontiac, Papineau, Riel?

- 
4. What circumstances led to the war of 1812? What were its chief events?
  5. Give some account of the collision between the French and English in the valley of the Ohio (1754.)
  6. Explain the meaning of the following terms: Hundred Associates, Family Compact, Executive, Parliament, House of Assembly, Legislative Council, Passage of a Bill.
  7. In what way was Canada affected by the Revolutionary War of 1776? In what events did the latter begin and end?
  8. State what you know of two of the following: The Iroquois, Attack on Montreal, Destruction of Jesuit Missions, Adoption of the Confederation Scheme, Trent Affair, Expulsion of the Acadians.

Five questions make a full paper.

---

I. GENERAL HISTORY.

*Time, 1 hr.*

1. The Aryan race has been described as "The race of progress." Illustrate this statement.
2. Give some account of the Third Period in ancient Egyptian history. In what events did it close?
3. What is known of the ancient cities of Troy, Nineveh, Babylon, Thebes and Carthage?
4. Sketch the career of Philip of Macedon or of Alexander the Great.
5. Give some account of Greek civilization under the following heads: Art, Poetry, Religion, Festivals, Legislation.
6. Sketch the rise, history and fall of the Second Triumvirate.
7. In what way have the following personages affected the development of European civilization: Julius Cæsar, Charlemagne, William the Conqueror, Frederick the Great, Gustavus Adolphus.
8. Describe the Thirty Years War—its origin and chief events.
9. Explain the significance of the terms Feudalism, Knighthood, Vassalage, Trial by Ordeal, Dark Ages, Balance of Power, the "Commonwealth."

Five questions make a full paper.

---

I. ARITHMETIC.

*Time, 1 hr. 30 min.*

1. It requires 72 yds. of carpeting,  $\frac{3}{4}$  yd. wide, to cover a floor; how much paper  $\frac{7}{8}$  yd. wide will be required to cover the same floor?
2. A field of 5 acres in the form of a square is to be surrounded by a fence  $4\frac{1}{2}$  feet high, to be built of boards 8 inches wide, placed horizontally. The lower board is to be 2 inches above the ground, and there is to be a space of 3 inches between the boards. What will be the cost of the boards required at \$20 per M.?



3. Find the difference between the interest, and the true discount on \$600, due in 2 years, 4 months, and 20 days at 6 per cent.
4.  $36 - \frac{[(5.49 + 8.65 \times .7) + \frac{2}{3} \text{ of } 18.36]}{.00007} = ?$
5. How many rods apart are the opposite corners of a square farm of 360 acres?
6. Which is the more profitable to buy 6 per cent bonds at 66 $\frac{2}{3}$  or 8 per cent bonds at par? How much?
7. If 20 men working 10 hours a day for 20 days earn \$600, how much can 35 men earn at the same rate working 8 hours a day for 30 days?
8. Extract the cube root of 100 to three places of decimals.

I.

## NATURAL HISTORY.

Time, 1 hr.

1. Enumerate the minerals and rocks of economic value to be found in New Brunswick. Mention localities and in the case of the minerals state their distinctive features.
2. What difference of structure is revealed by the microscope between a mineral and a plant? In what way is the difference connected with their origin and properties?
3. Explain some of the processes involved in the formation of rocks, and give a classification of rocks based upon these processes.
4. What relation does the fruit bear to the flower? Compare as to structure the more familiar varieties of fruit.
5. Name 6 native trees or other plants notable for their use or beauty which blossom in May or June. Give the family to which each belongs, and describe the flower of one of them in detail.
6. What are the purposes of the *leaves* of a plant? How are those purposes indicated by their *position*, their *form*, their *number* and their *structure*?
7. Of what parts does a flower ordinarily consist? Which of these is essential to the purposes of flowering? What plants are without flowers?

Six questions constitute a full paper.

[GR. SCH.] I, II, III.

## DRAWING.

Time, 1 hr.

*The Candidate may take Part I or Part II, not both.*

## PART I.

1. Define hexagon, parallelogram, ellipse.
2. Sketch an equilateral triangle, and within or upon it draw a trefoil with circular curves.
3. What is a unit of design?

4. Illustrate repetition about a centre by a simple original design within a square.
5. Draw a rosette within a circle or octagon.

## PART II.

1. Give two geometric views, full size (or a working plan) of a cylinder 4 inches in length and three inches in diameter; also, an oblique view of the same.
2. Make a pattern for a square paper box, with cover.
3. Draw the group of objects placed before you.

## I.

## COMPOSITION.

Time, 1 hr.

1. (a) Express in your own words the meaning of the following extract, changing the poetry to prose, and using different forms of expression whenever you can :
 

“ He clasps the crag with hooked hands,  
Close to the sun in lonely lands,  
Ringed with the azure worlds he stands.  
The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunder bolt he falls.”—*Tennyson*.

(b) Scan the above lines and name the kind of verse.
2. Write out the following in a proper form for print : (a) between the dark and the daylight when night is beginning to lower comes a pause in the days occupations that is known as the childrens hour.
 

(b) Prof John W Smith D Sc U N B

(c) No sir I thank you

(d) What do you say cried the officer

(e) Mark Antony here take you Caesar's body

(f) In the dreary waste of *Arabia* a boundless level of sand is intersected by sharp and naked mountains and the face of the Desert without shade or shelter is scorched by the direct and intense rays of a tropical sun.
3. What are the *essential* qualities of a good style? How is *strength* of style secured?
4. Write in proper form a letter applying for a situation in a business house, stating education and other qualifications. Address same to John Smith & Co., Publishers.

## I.

## GRAMMAR AND ANALYSIS.

Time, 1 hr.

1. “ *There* stood little *Diamond*, the *author* of all the mischief. *Almost* any other *man would have sentenced* the dog to immediate death; but Newton patted him *on the head*, with his usual kindness, although grief was at his heart: ‘O! *Diamond*,’ exclaimed he, ‘thou *little knowest* the mischief thou hast done.’”
 

(a) Select from the above passage an example of each one of the parts of speech.

(b) Parse the italicised words.

(c) Give the general and particular analysis.

2. (a) Write three sentences illustrating the correct use of a *singular* verb with a collective noun.
- (b) Write three sentences illustrating the correct use of a *plural* verb with a collective noun.
- (c) Write two sentences illustrating the correct use of a verb when it has subjects of different *persons*.
3. (a) Of what use is an auxiliary verb ?
  - (b) Which auxiliary and which participle do we use to make the passive form ?
  - (c) Which of the auxiliaries may be used as principal verbs ?
  - (d) By using auxiliary verbs how can we express (1) future time, (2) permission, (3) obligation, (4) determination ?
  - (e) Distinguish between : May I go—Can I go ; Shall I go—Will I go ; Were I to go—Was I to go ; Would I have gone—Should I have gone.
  - (f) Write a sentence containing a verb in the active voice ; then rewrite the sentence, using the verb in the passive voice, and explain what changes occur.
4. Correct errors (if any) in the following sentences :
  - (a) We would be greatly mistaken if we suppose wealth and rank exempt from toil.
  - (b) We cannot all be masters, nor all masters cannot be truly followed.
  - (c) Sailing up the river, the whole town may be seen.
  - (d) Day and night are a consequence of the earth revolving on its axis.
  - (e) He seemed sort of discouraged like and said he never succeeded nor never expected to.
  - (f) Every one of you should do your best.
  - (g) He is a better writer than a reader.
  - (h) He is scarcely qualified for either teaching classics or mathematics.
  - (i) I never have nor never will forgive him for disappointing me on that occasion.
  - (j) He rose speedily in his employers' estimation who very much respected him.

[GR. SCH. &amp; I.]

ENGLISH LITERATURE.

Time, 1 hr.

*Evangeline.*

1. Write a brief note on *either* the historical event upon which the poem of *Evangeline* is founded *or* the life and writings of the author. (20)
2. In what metre is the poem written ? Scan the following couplet :
 

Many a youth as he knelt in the church and opened his missal,  
Fixed his eyes upon her as the saint of his deepest devotion.

 (10)
3. Write brief explanatory notes on each of the following : *The dews of nepenthe ; frenzied Bacchantes ; Ishmael's children ; a silent Carthusian ; to braid St Catherine's tresses.* (20)
4. What use does the poet make of the *compass flower* and *shrinking mimosa* in the poem ? Elaborate the simile in each case with some particularity. (20)

5. Quote *one* passage descriptive of *either* (a) The simple peaceful life in "Acadie, home of the happy." (b) The summer of all Saints. (c) The priest's cheering words to the maiden on "wasted affection," or (d) The song of the mocking bird, "wildest of singers." (10)
6. In your opinion, is the sympathy for the unhappy condition of the exiled Acadians usually awakened by reading the poem, altogether justified by the facts? In determining your answer contrast Basil the Herdsman with Basil the Blacksmith; or (20)
7. In what scene do you think the poem reaches its climax? Give reasons for your opinion. Describe the scene, using quotations where you can. (20)
8. Write a short essay, paying careful attention to expression, punctuation, etc., on "the Beauty and Strength of Woman's Devotion," as illustrated in the poem. (20)

NOTE.—A full paper includes II, V, VIII and any three other questions. The number at the end of each question indicates its relative value.

I. II. III.

## DOMESTIC ECONOMY.

Time, 1 hr. 30 min.

*For Female Candidates Only.*

## PART I.—THEORY.

1. How do you make oatmeal gruel?
2. What errors in cooking make food hurtful to the digestive organs?
3. Give some directions about the care of china and glassware.
4. What do you mean by proper implements for cooking?

## PART II.—PRACTICE.

(Material  $\frac{1}{4}$  yd. of undressed white cotton.)

1. Give an example of your hemming.
2. How do you sew on buttons?
3. Tear off a strip from your material and use it to give an example of running.
4. Do you bite or break off the thread? Why?

I. II.

## PHYSIOLOGY AND HYGIENE.

Time, 1 hr.

1. What are the principal compound substances in milk, in potatoes and in wheat flour? Tell what you know of the composition of each of these substances and of its value as food.
2. Point out the relations of clothing to digestion, to animal heat, to health. Recommend (giving reasons) suitable clothing for cold weather, for warm weather, for variable weather.

3. What is the difference between venous and arterial blood? How and where does the one become the other? What agencies determine (1) the fact, and (2) the direction of the blood's flow?
4. Describe the structure and action of the human eye.
5. How would you show experimentally what gases are more abundant in the breath exhaled than in the air inhaled? How does the use of alcohol affect the amount of these gases given off from the lungs, and with what result?
6. Describe the principal organ of the circulation, and state the effects of alcoholic drinks upon its action.

NOTE.—Five questions, including the last two, make a full paper.

---

I. II. CHEMISTRY AND AGRICULTURE. *Time, 1 hr. 30 min.*

PART I.

1. Explain (1) the physical and (2) the chemical constitution of the air. What consequences flow from each? How may the chemical constitution be shown? What results would follow any material alteration in the proportion of its elements.
2. What is formed when Hydrogen burns? Proof? (2) When Carbon burns? Proof? (3) When electric sparks are passed through air? (4) When the breath is blown through Lime-water? (5) When organic matter decays?
3. State what you know of the chemical constitution of Bread, Fat, Milk, Butter, Eggs.
4. "The animal manufactures flesh out of grass." Explain this statement, describing briefly the successive steps of the process.
5. How may Chlorine be prepared? For what is it used? What are its most familiar compounds?
6. What products result from the fermentation of Sugar? By what properties may each be known? What is the effect of each upon the human system?

PART II.

7. Give symbols for the following, three of them in the graphic form: (1) Ammonium Hydrate. (2) Sulphuric Acid. (3) Sodium Chloride, Ozone, Plaster of Paris, Potassium Chlorate, Carbon-dioxide, Copperas. What contrasts of properties are exhibited between 1, 2 and 3?
8. Describe the preparation of any *three* of the following gases, giving the reactions of symbols: Chlorine, Hydrochloric Acid, Hydrogen, Ammonia, Carbon monoxide.
9. Describe, and *account* for, the several *effects* produced in the following cases: Slacking of Lime, action of Sodium on water, action of Yeast in bread-making, explosion of Gunpowder.
10. Formulate the following reactions: Hydrochloric acid on Chalk, Carbon dioxide, on Lime-water, Slacked Lime on Ammonium chloride, Sulphuric acid on Calcium Phosphate, Nitric acid on Potassium Hydrate.

11. Describe the preparation of Oxygen. What several conclusions could you draw from the observed facts and conditions of the experiment? How would you illustrate to a class the properties of O, giving symbols for any new bodies formed?

NOTE.—Six questions, selected at will, constitute a full paper.

## I.

## BOOKKEEPING.

Time, 1 hr.

1. Explain the meaning of the words "To" and "By," as used in journalizing. Would you use them in books of your own business, or not? Give reasons.
2. Distinguish between real and fictitious accounts.
3. How would you proceed to change a set of books from Single Entry to Double Entry.
4. What is the object of taking stock; and what accounts are affected by inventory entries?
5. How do you close the merchandise account?
6. Give the ordinary form of Ledger Account, showing how you would post the following:

June 2. Lent John Brown \$200, on his note payable in 30 days.

July 2. John Brown paid interest on the above, at 6 per cent., and renewed his note.

7. Post or journalize the following transactions:

- (a) Invested in live stock, \$800.
- (b) Paid wages, \$65.
- (c) Fire destroyed trees on wood lot which we had valued at \$300.
- (d) Exchanged for standard bred stock a meadow valued at \$250.

Any five of the above, including one of the last two questions, will be taken as a full paper.

## I.

## NATURAL PHILOSOPHY AND PHYSICS.

Time, 1 hr.

1. Forces of 8 and 12 lbs. act at an angle of  $60^\circ$ , find the magnitude of their resultant.
2. A bar of uniform thickness weighs 10 lbs. and is 5 feet long; weights of 9 lbs. and 5 lbs. are suspended from its extremities, how far from the centre of the bar is the balancing point?
3. Define the moment of a force with respect to a point. What is the physical notion involved in the idea of a moment? What are the chief properties of moments?
4. A weight of 17 lbs. just balances a weight of 79 lbs. on a wheel and axle. What will be the radius of the axle, if that of the wheel be 17 inches?
5. Explain the meaning of the symbols in the equation  $s = Vt \pm \frac{1}{2}ft^2$
6. The acceleration is 8 ft. per second and the initial velocity is 11 ft. per second, find the space passed over in 8 seconds, and the velocity at the end of that time.

7. How would you explain to a pupil the terms *uniform velocity* and *uniformly accelerated velocity*?
8. Explain the action of the common pump.

I. M.

## GEOMETRY.

Time, 1 hr. 30 min.

*1 or 2 and all the rest make a full paper.*

1. (a) If two triangles have one angle of the one equal to one angle of the other, and the sides about a second angle in each equal; then if the third angle in each be both acute, both obtuse, or if one of them be a right angle, the triangles are equal in all respects. (Prove the case of the acute angle only.)  
(b) State four other conditions involving equality in triangles.
2. (a) In a triangle state the relation between the sum of the squares on the sides containing an angle, and the square on the third side, whether that angle be right, obtuse, or acute.  
(b) Prove the case in which the angle is obtuse.
3. (a) If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles made by this line with the line touching the circle must be equal to the angles which are in the alternate segments of the circle.  
(b) By (a) divide a circle into two segments such that the angle in one of them shall be five times the angle in the other.
4. Inscribe a regular hexagon in a given circle.
5. In a right-angled triangle, if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle and to one another.
6. Cut a given straight line in extreme and mean ratio.

I. M.

## ALGEBRA.

Time, 1 hr. 30 min.

1. Simplify  $(x^3 + y^3) \left\{ \frac{x^2 + y^2}{x^2 - y^2} \right\} \times \frac{1}{x^2 - xy + y^2} \div \left\{ \frac{x+y}{x-y} \frac{x-y}{x+y} \right\}$
2. Solve (a),  $\frac{1}{x+a} + \frac{1}{x+b} = \frac{2}{x+a+b}$  (b)  $\begin{cases} 5x+2y+3z=13 \\ 3x+7y-z=2 \\ x-2y+z=5 \end{cases}$
3. Solve the typical equation in quadratics:  $ax^2+bx+c=0$ , explaining each step of operation; and using the formula thus obtained, solve the following equation: 
$$\frac{1}{x^2-4} - \frac{3}{2-x} = 1 + \frac{1}{3x+6}$$

4. Solve  $\frac{1}{x + \sqrt{2-x^2}} + \frac{1}{x - \sqrt{2-x^2}} = x$

5. Rationalize the denominator of  $\frac{\sqrt{5+3}\sqrt{3-}}{2\sqrt{5}-\sqrt{3}}$   
and simplify  $\left(\frac{\sqrt{3+}\sqrt{2}}{\sqrt{3-}\sqrt{2}}\right)^2 + \left(\frac{\sqrt{3-}\sqrt{2}}{\sqrt{3+}\sqrt{2}}\right)^2$

6. Deduce the formula for finding the sum of a geometrical series; and using the formula thus obtained find the sum of the following series:  $2\frac{1}{2} + 6\frac{1}{4} + 15\frac{1}{8} + \dots$  to 5 terms.

7. A boat's crew can row 8 miles an hour in still water. What is the speed of a river's current, if it take them 2 hours and 40 minutes to row 8 miles up and 8 miles down?

8. Two workmen, A and B, were employed by the day at different rates; A at the end of a certain number of days received £4. 16s., but B, who was absent six of those days, received only £2 14s. If B had worked the whole time, and A had been absent six days, they would have received exactly alike. Find the number of days and what each was paid per day?

5 or 6 and all the others will make a full paper.

I. F.

## GEOMETRY AND ALGEBRA.

(As in Class II.)

I.

## PRACTICAL MATHEMATICS.

Time, 1 hr.

1. Being given the radius how would you find (a) the circumference of the circle, (b) the area of the circle, (c) the surface of the sphere, (d) the volume of the sphere?
2. If  $\tan. A = \frac{4}{3}$  find the values of the other functions.
3. Given two sides and the included angle of a triangle. Explain how the other parts are to be found.
4. Prove the formula which expresses the area of a triangle in terms of two sides and the included angle.
5. One of the equal angles of an isosceles triangle is  $75^\circ$  and the side opposite is 20 feet, find the area.
6. In taking the dimensions of a trapezium I found the first perpendicular to rise at 539, and to measure 725 links; the second at 1890, and to measure 832 links; the whole diagonal measured 2456 links; required the area of the trapezium in acres, roods, and perches.



---

---

**CLASS II.****II.****SCHOOL SYSTEM.***Time, 45 min.*

1. What are the characteristic features of the New Brunswick school system?
  2. Give a summary of the mode of support of the schools, with a detailed account of the apportionment of the county school fund.
  3. What provisions are made in the law in aid of poor districts? How are these districts designated as such, and how often?
  4. How is the school accommodation regulated?
  5. State clearly the provisions in regard to a teacher's contract. When may it be made for a term only? When for a year or a term? What are the provisions for a legal notice to terminate the contract? Failing notice, what is the difference between a contract made on Jan. 1st and one made on July 1st?
  6. After money has been voted at a school meeting, what are the several steps necessary to be taken to collect and place it in the hands of the secretary of board of trustees? When a district refuses to vote money, how may the necessary funds be provided?
- 

**II.****TEACHING AND SCHOOL MANAGEMENT.***Time, 2 hrs.*

1. What are the difficulties of teaching a school with four or more classes, and how may these difficulties be partially overcome?
2. What must a teacher consider in determining (a) the time scale of subjects in a time table, and (b) the proper sequence of subjects?
3. Write out a time table for a miscellaneous ungraded school of four classes (standards I.-IV.) and show a specimen working programme for any two consecutive periods of it.
4. What are the objects of school discipline with respect to (a) the pupil himself, (b) the pupil as a member of the school.
5. What is the bearing of rewards and punishments on the conduct of the pupils? Name three rewards and three punishments commonly used, and state the action for which each is appropriate.
6. Outline a lesson on one of the following subjects (selecting the topic yourself): Reading to St. II., Nat. Science to St. IV., Grammar to St. III., Number to St. I., Color to St. II., a health lesson or a Physical Exercise to the school.
7. Give an outline of a course of oral lessons on language, geography or number.
8. How do you propose to secure interest in such subjects as History, Grammar Arithmetic, or Natural Science (select one).
9. What personal qualities should a teacher possess.

II.

## GEOGRAPHY.

*Time, 1 hr. 30 min.*

## PART I.

1. Explain the cause of land and sea breezes.
2. How can you find from the globe the time of the sun's rising and setting at Brisbane on the 20th of June?
3. Describe the physical features of the Province of Quebec.
4. Where and what are the following: The Hague, the Hebrides, the Hellespont, Malacca, Mocha, Trinidad, Etna, Java, Mozambique, Jutland?
5. Name the British possessions in Asia and Africa.

## PART II.

6. Draw an outline map of the Dominion of Canada, tracing the lines of the Canadian Pacific and Intercolonial Railways and their principal branches.

NOTE.—The examiner will allow 70 marks for Part I. and 30 for Part II.

## CANADIAN HISTORY.

*(As in Class I.)*

II.

## ENGLISH HISTORY.

*Time, 1 hr.*

1. What elements combined to form the English race, and through what events did England become a *Nation*?
2. When and with what results have England and Scotland come into armed conflict?
3. What difficulties beset the reign of Henry IV.?
4. Explain the steps by which Richard III. secured and hastened for himself the possession of the crown?
5. State what you know of the following characters in English history: Edwin of Deira, John Wycliffe, Roger Bacon, Warwick the King Maker, Lady Jane Grey.
6. At what times and in what ways does the history of Spain become intimately connected with that of England?
7. Explain the following: Statute of Laborers, Oath of Supremacy, Star Chamber, Puritanism, Black Death, Habeas Corpus, Mad Parliament, Bloody Assizes.
8. Give some account of the decline of order in the reign of Stephen, and its restoration in that of Henry II.
9. Give some account of the circumstances of Charles II. subsequent to the battles of Dunbar and Worcester. What facts led to the Restoration?

Five questions make a full paper.

## II.

## ARITHMETIC.

*Time, 1 hr. 30 min.*

1. Explain the difference between the following terms: (a) A simple and a compound number; (b) a concrete and an abstract number; (c) a common, decimal, and repeating fraction; (d) a factor, a multiple and a common multiple.
2. (a) Write in order the names of the periods used in numeration up to the sextillions; (b) express in words 100001.0001000001, and  $3.14\dot{3}\dot{4}$ ; (c) express in Roman notation 6444.
3. Multiply 5 rds. 3 yds. 2 ft. by 3 rds. 2 yds., performing all the operation possible in decimals, and marking denominations at every step.
4. Find the principal at compound interest which will amount to \$718.885125 in 3 years, 8 months and 12 days at 5% per annum?
5. A horse and carriage were sold for \$459, the horse at a gain of 20%, and the carriage at a loss of 10%. The horse cost  $\frac{2}{3}$  of what the carriage cost. Find the cost of each?
6. Find the surface and contents of a stick of hewn timber 8 ft. long, and 9 by 14 inches at each end.
7. (a) What is the value of my property, if I pay \$648.12 $\frac{1}{2}$  taxes at 15 $\frac{1}{4}$  mills on the dollar, and am assessed at  $\frac{2}{3}$  of the real value? (b) In assessing taxes how do you find the rate on a dollar?

## II.

## NATURAL HISTORY.

*Time, 1 hr.*

1. What contrasts of properties are exhibited by the following substances: Mica, lead, sulphur, glass, phosphorus, iron, hydrogen, marble? Mention useful applications based upon these properties.
2. In what several ways may rocks differ? To what are the differences due? And what conclusions may be drawn therefrom?
3. In what several ways may a knowledge of plant life be beneficial?
4. Compare, by familiar examples, some of the different forms assumed by roots, stating any useful results connected with their differences.
5. Explain the nature and purpose of the following parts of plants, bark, pith, calyx, corolla, ovules, pollen.
6. What several plans may be distinguished in the organization of animals? Describe each briefly with reference to some particular animal representing it.
7. Describe, as far as you can, the nature of the wood, foliage, flower and fruit of an ordinary pine.

Five questions constitute a full paper.

## INDUSTRIAL DRAWING.

(As in Class I.)

## II.

## COMPOSITION.

Time, 1 hr.

1. Distinguish clearly between a *complex* and *compound* sentence. Compose a complex sentence containing an example of apposition.
2. Define (1) dislocation, (2) ambiguity. Give an example of each, and show how it may be corrected in each case.
3. State the requirements of a letter with respect to (1) Language, (2) Mechanical arrangement. Write a *brief* letter to a friend acknowledging the receipt of a present.
4. Specify the different kinds of narration. State in detail the different kinds of composition with which each deals.
5. What is meant by exposition? Expand into an expository paragraph:  

"Thrice is he armed that hath his quarrel just."

## II.

## GRAMMAR AND ANALYSIS.

Time, 1 hr.

1. Give the general and particular analysis of :  

How often have I blessed the *coming* day,  
 When toil, *remitting*, *lent* its turn to play ;  
 And all the *village train*, from labour *free*,  
*Led up* their sports *beneath* the *spreading* tree.
2. Parse the italicized words in the foregoing passage.
3. Give any two special rules for the formation of the plural of nouns, and write down the plural of : Wharf, folio, cherub, index, memorandum, spoonful, grotto, echo, monkey.
4. Name six adjectives which are compared irregularly, and write down the comparative and superlative of each. What classes of adjectives do not admit of comparison ?
5. What Prepositions should follow glad, true, insinuate, intervene ? Frame short sentences to illustrate your answer.
6. Write down the past tense and past participle of : Rend, dive, wed, abide, tread, seek, hew, cleave, shoe, sue. Give the 1st pers. sing. of each tense indic. mood, active voice of the verb hew.

## II.

## ENGLISH LITERATURE.

Time, 1 hr.

1. Who wrote the following? Name also the poem from which each quotation is made :  
  - (a) "Casting weak words amid a host of thoughts  
 Armed to repel them."
  - (b) "Careless their merits or their faults to scan,  
 His pity gave, ere charity began."

- (c) "The forests, with their myriad tongues, shouted of liberty."  
 (d) "Even from the tomb the voice of nature cries—  
 Even in our ashes live their wonted fires."
2. Quote the first two stanzas of Gray's "Elegy."
3. Write notes explanatory of the italicized words or phrases in :  
 (a) O'er *fell* and fountain *sheen*.  
 (b) 'Tis the *sunset of life* gives me *mystical lore*.  
 (c) Sweet be thy *matin* o'er moorland and *lea*.  
 (d) From *Jura's* crags and *Mona's* hills.
4. What is the meaning and derivation of *animated*, *mansion*, *exhausted*, *ignoble*. Give other derivations from the same roots.
5. Give two examples of each of the following figures of speech from poems that you have read in Reader V.: Simile, Metaphor, Personification.

---

### PHYSIOLOGY AND HYGIENE.

(As in Class I.)

---

### DOMESTIC ECONOMY.

(As in Class I.)

---

### CHEMISTRY AND AGRICULTURE.

(As in Class I.)

---

## II.

### BOOK-KEEPING.

Time, 1 hr.

1. Give the usual form of a note of hand.
2. June 4. John Hall sold Peter Brown 3 bbls. Flour @ \$5, for which he took in part payment 3 cords of Wood @ \$3. Show how the transaction is posted (a) in Hall's books, and (b) in Brown's books.
3. June 10. Hall agreed to settle the above for \$5 in cash, and gave Brown a receipt in full. Write the receipt.
4. Enter in your cash book the following :

June 10. Cash on hand,.....	\$136.40
Received from John Brown, on acct.,..	5.00
Received for Mdse,.....	16.10
Paid rent,.....	75.00
Found amt. of cash on hand to be only	
\$70. [Enter the difference as lost.]	

II.

## PHYSICS.

Time, 1 hr.

*Five Questions make a full paper.*

1. Account for the ascent of a balloon ; the weight of a stone ; the upward pressure of the air ; the buoyancy of water ; the fall of the mercury in a barometer as it is carried up a mountain.
2. (a) A tube 40 feet long, closed at one end, is filled with mercury, and inverted with its open end in a vessel of mercury. (b) The same tube, filled with mercury, is inverted in a vessel of water. (c) Is filled with water and inverted in a vessel of water. Describe and account for the results in each case.
3. Basing your calculation upon results obtained in the preceding experiments (question 2) find the specific gravity of mercury. Explain the operation.
4. How would you prove, experimentally, the presence of invisible water vapour in the atmosphere? Name the several visible forms which this vapour assumes ; classify them as solids, liquids, or gases and account for their formation.
5. Define cohesion, adhesion, capillary attraction, and give useful applications of each.
6. The upper end of the column of mercury in a Fahrenheit thermometer is half way between the freezing point of water and the boiling point : what is the Fahrenheit reading and the equivalent Centigrade reading. (Exhibit the operations.)

I. F. and II. M.

## GEOMETRY.

Time, 1 hr. 30 min.

*Read this paper before commencing work.*

1. (a) If two straight lines cut one another, the vertically opposite angles must be equal. (b) If a quadrilateral fig. be such that the diagonals bisect one another, the opposite sides are equal.
2. (a) Any two sides of a triangle are greater than the third side. (b) The 4 sides of any quadrilateral are together greater than its two diagonals taken together.
3. (a) In any right angled triangle the square described on the side subtending the right angle is equal to the sum of squares described on sides containing the right angle. (b) If the diagonals of a quadrilateral cut each other perpendicularly, then the sum of squares on one pair of opposite sides is equal to the sum of squares on the other pair.
4. (a) To divide a given straight line into two parts so that the rectangle contained by the whole and one part shall be equal to the square on the other part. (b) Show that when a line is divided as in this proposition the sum of the squares on the whole line and smaller part is three times the square on the larger part.

5. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part together with the square on the other part.

NOTE.—Female candidates for Class I. will omit the 2nd and 4th of the foregoing questions and work the following instead :

6. If from a point without a circle a secant and a tangent be drawn to the circle, then the rectangle contained by the secant and its external part is equal to the square on the tangent.
7. If a circle be inscribed in a right angled triangle, the difference between the hypotenuse and the sum of the other sides is equal to the diameter of the circle.

NOTE.—When female candidates have worked this paper, they will receive, on application, the paper set for male candidates, and will receive credit for any work thereon, provided the work is in advance of Book IV.

I. F. and II. M.

ALGEBRA.

Time, 1 hr. 30 min.

- Find the Greatest Common Denominator of  $\frac{x^4-1}{x^5+x^3}$  and reduce fraction to lowest terms.
- Show that  $(x-1)^2 (y^2+1) - (x^2+1) (y-1)^2 = 2 (x-y) (xy-1)$ .
- Show that the product of any two numbers is equal to one-quarter of the difference between the square of their sum and the square of their difference.
- Find the factors of (a)  $1+18x-63x^2$  (b)  $3x^2y-24y^2$ .  
(c)  $(x^3+3x)^2 - (3x^2+1)^2$ .
- Simplify (a)  $\frac{x^2-10x+21}{x^2-46x-21}$  (b)  $\frac{1}{(x-3)(x-2)} - \frac{x-4}{(x-1)(x-3)} + \frac{x-3}{(x-1)(x-2)}$
- Solve the equations (a)  $\frac{x-3}{2} - \frac{x-1}{4} + \frac{x+1}{6} - \frac{x-3}{8} = 0$   
(b)  $\frac{1}{x+a} + \frac{1}{x+b} = \frac{2}{x+a+b}$   
(c)  $6y-5x=18 \quad 12x-9y=0$
- A and B have \$100 between them ; but if A should lose half of his and B one-third of his they would then have only \$55 between them. How much has each ?
- A hare is pursued by a greyhound and is 60 of her own leaps ahead. The hare makes 3 leaps while the hound makes 2 ; but the hound goes as far in 3 leaps as the hare does in 7. In how many leaps will the hound catch the hare ?

---

---

**CLASS III.****III.****SCHOOL SYSTEM.***Time, 45 min.*

1. Name the amounts the several classes of Teachers receive from the Provincial Treasury.
2. State the manner in which the District assessment is levied.
3. The Annual Meeting? When is it held? How called? Name the principal business that can be done at it.
4. How do you find the "Grand total days attended by all the pupils" and "Percentage of enrolled pupils daily present on an average."
5. What is the Teacher's duty in respect to (a) Health of pupils. (b) Discipline. (c) Temperature. (d) Returns.

N. B.—Any *four* questions to be considered a full paper.

---

**III.****TEACHING AND SCHOOL MANAGEMENT.***Time, 2 hrs.*

1. What apparatus is required for teaching number up to 10? Up to 100? How far are these appliances useful?
2. How would you teach the Tables of Weights and Measures? Illustrate in the case of Liquid Measure by giving a lesson plan.
3. What are the objects to be aimed at in teaching Reading to Grade IV.?
4. What are the benefits of teaching Singing in schools? How do you propose to do it, and to what extent?
5. What is the value of Health lessons, and how will you endeavor to make them of practical use to your pupils?
6. How do you propose to teach pupils their duties (a) to themselves, (b) to each other (c) to the teacher, (d) to the school?
7. Is it possible to have good order in a school without good discipline? What do you consider the best kind of order?
8. Select any one of the following faults and state fully how you would deal with it, viz.: Communication in any form, Untruthfulness, Inattention, Tardiness, Disobedience, Impertinence.
9. How would you proceed to classify a school.
10. Write out a special time table for a day, and the accompanying programme for one session before recess.

N. B.—4 and 5 are alternates.



## III.

## GEOGRAPHY.

*Time, 1 hr. 30 min.*

## PART I.

1. What are the principal coast waters of England and Scotland?
2. Describe one of the three great river basins of North America.
3. Name the countries that border on the Pacific coast of America, with their capitals.
4. Briefly explain what causes dew.

## PART II.

1. Draw from memory an outline map of the Province of New Brunswick, with the principal rivers and towns accurately marked.

## CANADIAN HISTORY.

*(As in Class I.)*

## III.

## ENGLISH HISTORY.

*Time, 1 hr.*

1. Give a brief account of the reigns of two of the following sovereigns: Alfred, Richard I, Henry V, Elizabeth.
2. Explain the part taken in early English history by the Danes or Northmen. By whom were they resisted and with what results?
3. What were the chief events in the reigns of the following kings: Alfred, William I, John, James I, Charles I.
4. Describe the *characters* of Richard III, Edward I, Henry V, Elizabeth, Cromwell.
5. Give a brief account of *two* of the following events: Battle of the Standard; battle of Poitiers; death of Becket; deposition of Edward II; imprisonment of Mary, Queen of Scots; Guy Fawkes plot; war of American independence.
6. When and how did the following places become dependencies of the British crown: Wales, Ireland, Scotland, India, Canada, Gibraltar.
7. Explain what is meant by the following: Feudalism, Crusader, Expulsion of the Jews, Magna Charta, Estates of the Realm, Hundred Years' War, the Commonwealth, Rye House Plot.
8. What portion of the reign of Richard I. was spent by him in England? How and by whom was England ruled in his absence?

NOTE.—Five questions make a full paper.

### III. ARITHMETIC. Time, 1 hr. 30 min.

*Show the Work.*

1. Make out a bill containing the following articles : 5 lbs. sugar at  $9\frac{1}{2}$  cents per lb. 2 quarts of oil at 13 cts a gallon ; 1 oz. of nutmegs at 32 cts. a lb. ; and half a peck of apples at \$1.00 a bushel. Receipt bill.
2. What will be the cost of a pile of wood 14 feet long, 4 feet wide and 45 inches high at \$3.25 a cord.
3. A boy having  $\frac{4}{5}$  of a watermelon wished to divide his part equally among his sister his brother and himself. (a) How would he cut the melon? (b) How many pieces did each have? (c) What part of the whole melon was each piece?
4. (a) How much does a bookseller make on a \$3.00 book that he buys at a discount of  $\frac{1}{3}$ , and sells to you at a discount of 20 per cent? What per cent does he make on his investment? (b) If he buys the book at a discount of 40 per cent and sells to you at a discount of  $\frac{1}{3}$  what is his profit? What per cent?
5. From the milk of 20 cows, each giving 18 quarts daily,  $16\frac{1}{2}$  cheeses of 50 lbs. each are made in 42 days. How many cows, giving but 16 quarts daily, will be needed to make 33 cheeses of 60 lbs. each, in 28 days?
6. In how many years will a principal of \$5000 grow to be \$8000 if on interest at 6 per cent, not compounded?
7. (a) Multiply four hundred thousand two hundred by thirty-six thousand. (b) Divide six hundred and six thousand, by one thousand. (c)  $2.8 \div .007 = ?$ ,  $100 \div ? = 300$ .

### III. USEFUL KNOWLEDGE. Time, 1 hr.

1. What is the cause of (a) day and night? (b) The seasons?
2. What are the principal forest trees of the province, and to what uses are they severally applied?
3. What can you say of the effects on the human system of alcoholic drinks?
4. Describe the Thermometer and its uses?

### INDUSTRIAL DRAWING.

(As in Class I.)

### III. COMPOSITION. Time, 1 hr.

1. Correct where necessary :

I detest those kind of persons. You hadn't ought to do so. Whom do men say that he is? Let the book lay on the floor. Where was you yesterday? If he'd have done this, all would be well. Let he and I the battle try. After he done it, he run away. Can I have this book?

2. Write a complex sentence in which *laid* and *lain* are used correctly.
3. Write a letter to the proper school officer, in answer to an advertisement for a teacher, or

Write a letter to a friend describing a trip by steamboat or railway. (Do not sign your own name.)

4. Put into prose form the following :

"Sure, full enough of pain and woe  
This crowded earth has been ;  
But never, since the curse began,  
A sadder sight was seen."

### III. ENGLISH GRAMMAR AND ANALYSIS.

*Time, 1 hr.*

1. Give the general and particular analysis of :

*" It chanced that William Tell that morn  
Had left his cottage home,  
And, with his little son in hand,  
To Altorf town had come."*

2. Parse the words in italics in the preceding stanza.
3. Give the masculine or feminine form, as the case may be, of: Widow, witch, czar, duke, sultan, earl.
4. What is a verb? A transitive verb? An intransitive verb? Write out the pluperfect ind. act. of a transitive verb, and the present subj. of an intransitive verb.
5. Give the past tense and past participle of: Wear, swim, go, lie, sing, singe, slide drag.
6. Define the following, giving an example of each: Relative pronoun, preposition participle, conjunction.

### III. ENGLISH LITERATURE.

*Time, 1 hr.*

- 1. Name the authors of the following quotations, and also the poem from which each is taken :

- (1) " Hearts, in that time, closed o'er the trace  
Of vows once fondly poured."
- (2) " With stalwart arm and giant form  
He charged like spirit of the storm !"
- (3) " Thus at the flaming forge of life  
Our fortunes must be wrought."
- (4) " So peacefully their hours were spent  
That life had scarce a sorrow."

2. Express in your own words the thought contained in the following :

“ Other Romans shall arise,  
Heedless of a soldier's name,  
Sounds, not arms, shall win the prize,  
Harmony the path to fame.”

3. Quote the first two stanzas of “The Soldier's Dream.”
4. Explain the italicized words and phrases in : (1) Thou *fliest the vocal vale*. (2) Marbles *storied* with his praise. (3) Memory *flows with lava tide*. (4) *Buckler and baldrick* richly *dight*. (5) *The pale Crescent* *waned*. (6) Where the *gowan-gem* *spangles the lea*.

### DOMESTIC ECONOMY.

(As in Class I.)

### FRENCH DEPARTMENT—FRENCH.

Time, 1 hr.

1. Translate into English the following :

Il n'est rien de ni nécessaire à ceux qui travaillent *aux affaires importantes* que de *savoir* au vrai ce qui *se fait* dans tous les lieux où ils *peuvent* avoir des intérêts. Ni les ministres que nous employons, ni nous-mêmes, ne pouvons délibérer de rien sûrement, si nous n'avons une connaissance très-exacte de *tout* ce qui se passe autour de nous ; et comme la raison même, qui *tient* l'empire sur toutes les facultés de l'homme, ne peut régler ses opérations que sur le rapport des sens, les souverains ne peuvent agir dans *leurs* conseils que sur les *nouvelles* que leurs agents *leur* envoient sans cesse du dehors.

2. Parse the words italicised in the foregoing passage.
3. Write the Present Tense, Indicative Mood of *Etre, Avoir, Pouvoir, Agir*.
4. Translate into French the following :

You have all seen a pump, and have often pumped, no doubt ; but you do not know, perhaps, how or why your pumping brings up water ; you only know that when you have lifted up and drawn down the pump handle two or three times, water pours from the spout.

I, II, III.

FOR FRENCH CANDIDATES ONLY.

Time, 1 hr.

1. Translate the following passage into English :

*La Pâquerette.*

A la campagne, près de la *grande route*<sup>1</sup>, était *située* une *gentille* maisonnette que vous avez sans doute *remarquée* vous-même. Sur le devant *se trouve* un petit jardin avec ses fleurs et une palissade verte. Non loin de là, sur le bord du

fossé, au milieu, de l'herbe *épaisse*, fleurissait une petite pâquerette. Grâce au soleil qui la chauffait de ses rayons aussi bien que les grandes et riches fleurs du jardin, elle *s'épanouissait* d'heure en heure. Un beau matin, entièrement *ouverte*, avec ses petites feuilles blanches et brillantes, elle ressemblait à un petit soleil entouré de ses rayons. Elle *s'inquiétait* peu de l'opinion du monde. Elle était contente, aspirait avec délices la chaleur du soleil, et *écoutait* le chant de l'alouette qui s'élevait dans les airs.

2. Parse the words in *italics* in the preceding passage.
3. Translate into French the following :

FREDERICTON, June 15th, 1892.

MY DEAR FRIEND :

This is a beautiful day. The trees are in full foliage, the lawns are delightfully green, the birds are darting through the balmy air, or making sweet music in the hedges. How I would enjoy a walk through the green meadows instead of being shut up in this room engaged in the anxious work of writing examination papers ! I hope, however, to be successful, and to return to my home and friends prepared to enter at the beginning of the next school term upon my chosen profession. Anticipating the pleasure of seeing you very soon, I am, dear John,

Your loving Cousin,

MARGARET.

---

PART III.

---

APPENDICES.

---



## APPENDIX A.

---

### REPORT OF THE CHANCELLOR OF THE UNIVERSITY FOR THE YEAR ENDING DECEMBER, 1892.

---

*To His Honor the Honorable Sir Samnel Leonard Tilley, C. B., K. C. M. G., Lieutenant  
Governor of the Province of New Brunswick :*

MAY IT PLEASE YOUR HONOR,—

The following report for the year 1892 is respectfully submitted, in conformity with the requirements of the Act establishing the University of New Brunswick :—

At the Encænia, held on the second day of June, sixteen candidates were admitted to the degree of B. A.; two to that of M. A., and one to the degree of B. C. L. In the graduating class there were four students from St. John, one from Charlotte, one from Westmorland, one from Kent, two from Northumberland, one from Victoria, one from Carleton, and five from York. In addition to the diplomas in arts, the University, at the last Encænia, exercised its right, conferred by law, of granting a diploma in Civil Engineering and Surveying. Mr. Geoffrey Stead, B. A., the successful candidate for this diploma, at once received employment as engineer of the Tobique Valley Railroad. There will be six candidates for the engineering diploma at the end of the current academic year.

The numbers of the graduating classes since the year 1880 are given in the following table :

Year.	B. A. Graduates.
1880.....	16
1881.....	16
1882.....	14
1883.....	9
1884.....	17
1885.....	9
1886.....	15
1887.....	10
1888.....	18
1889.....	16
1890.....	Transition year from three to four years undergraduate course.
1891.....	10
1892.....	16



It will be seen that for 12 years the B. A. graduates number 166, making an average of nearly 14 a year.

A short time before the Encænia Professor Hatt received notice of his appointment to the position of Instructor in Civil Engineering in Cornell University. While this recognition of Prof. Hatt's ability was gratifying in its nature, it involved the necessity of appointing a new man to fill his place. Fortunately a man of unquestioned ability and experience, both as an Engineer and as an Instructor, was found in Prof. Stephen M. Dixon, B. A., who has carried on the work of his department in a perfectly efficient manner.

Shortly after the vacancy occurred in the chair of Engineering, Prof. Murray was appointed to the chair of Philosophy in Dalhousie College, at a salary just double of that which he was receiving here. It was feared that it would be impossible to fill his place, but, through Prof. Murray's friendly aid, the Senate were enabled to secure the services of a very distinguished graduate of the University of Edinburgh. Prof. Davidson was a classmate and intimate friend of Prof. Murray's, and having been trained in the same school at the same time, he was able to carry on the work here without any break whatever. He has performed the duties attached to his chair in the most able and conscientious manner.

Although the Senate have for the present repaired the loss sustained by the resignation of Profs. Murray and Hatt, it is not reasonable to suppose that we can retain the services of able men for any length of time without adequate remuneration. In this connection I beg to quote from the report of the commission appointed in 1854 :—

“Effectual steps should be taken and provisions made to secure the services of competent and able men in each department and branch of instruction, men animated with the spirit of their work, and to see that they faithfully and diligently perform their duties ; but equal care should be taken and provision made to compensate them for their learned and arduous labors. Men in such situations cannot be expected to do justice to their own talents and attainments, and labor with energy and zeal, if they pursue their work with the consciousness of wrong done to them by the inadequacy of their remuneration, the pressure of want in their families, and their utter inability to supply themselves with books and publications necessary to enable them to make researches or keep up with the progress of knowledge in their respective departments. . . . . No economy is more false and wasteful than that which paralyses the usefulness of an office, and defeats the very design of it by the slenderness of its support, thus causing the employment of an incompetent person to fill it, or rendering a competent person inefficient by the discouragement and depressions under which he labors.”

In June, 1892, the Honorable Senator Wark resigned his seat in the University Senate. As Mr. Wark has been a member of the Senate ever since King's College became the University of New Brunswick, and as he has always taken the keenest interest in educational affairs, I desire, with Your Honor's permission, to place on record a statement of his views as to the financial needs of the University.

These views are embodied in the following letter addressed to me some time before his resignation :

DEAR SIR,—As I cannot be present at the approaching meeting of the Senate of the university, and as an application should be made to the legislature for such an

increase to the endowment as will enable the Senate to establish two additional chairs, the following reasons among others might be urged why the application should be granted. It is more than 60 years since the college received a royal charter and was endowed by a permanent grant from the King of £1,000 sterling out of the royal revenues, and an equal grant from the Legislature of £1,100 currency. At the time this grant was made the population of the Province was but 90,000, and the revenue did not exceed £50,000 currency (\$200,000). Now the population is about four times as large and the revenue \$644,879, being more than thrice as large. Would it be too much to ask that, when so scant a population out of this small revenue contributed \$4,440, our present population would out of their greatly increased revenue add to the above liberal grant \$2,400? The sum taken out of the present revenue would only reduce it to \$642,480, a percentage so small that it would hardly be missed when scattered over the various branches of expenditure. But there are other reasons to be urged entitled to much consideration. When the college was established it was placed by its charter entirely under the control of one church. Its visitor was to be the Bishop of the diocese; its president was to be a clergyman in holy orders in the Church of England, and the members of the council were all required to subscribe to the 39 articles of the Church of England. Now it is placed on such a liberal footing that every religious denomination in the province has a representative in the Senate, and in consequence the number of students has, in a corresponding degree, increased, and therefore I cannot think that under these circumstances the people of the province would object to so small an increase to the endowment. A few years after the date of the charter the King consented that the crown revenue which had been managed by an officer of his own appointment should be placed under the management of the Legislature on conditions that a sum of £14,500 currency should be paid to him annually to pay the salaries of all the public officers, and for these salaries the province had therefore to provide till Confederation, when the Dominion Government assumed the charge of the salaries of the Lieutenant Governor and all the judges, and the large amount thus saved became part of ordinary revenue of the province, and the payment out of the crown lands reserve was correspondingly reduced. What the University asks is only equal to the salary formerly paid to one of the judges. I have said nothing about the royal contribution to the endowment. I think that still a permanent charge on the crown domain and will continue to be as long as the crown domain is able to produce it.

When our college was founded our students were few in number and the field before them for the future was limited. Now that field extends over half a continent. On each side of us are institutions able to give a far more extensive course of instruction than ours, and unless we can offer to our young men similar advantages they will be forced to seek them elsewhere, a state of things so undesirable that it ought if possible to be provided against.

It is nearly half a century since the movement was commenced for an amendment of the college charter. Of those who composed the House of Assembly which made the first amendment I am the only one remaining alive. When attacks were afterwards made on the ground of its inefficiency, I always stood by it believing that our duty was not to destroy it but to render it more efficient and I finally assisted in giving it its

---

present liberal constitution. My connection with it must soon cease, but before it does I shall hope through the liberality of the legislature to see it placed on a more satisfactory footing, and as such will enable it to meet the present wants of the Province.

I remain, yours very sincerely,

DAVID WARK.

Owing to financial considerations the Senate have resolved to withdraw the allowance to the Collegiate School. The school was never in a more efficient state and I bear willing testimony to the steady and faithful way in which the teachers have performed their duties.

University Extension work has been successfully carried on in St. John. Particulars as to the work of the year 1892 will be found in the accompanying Calendar. A list of Graduates, Undergraduates and Matriculants is appended to this report.

The Accounts of the Registrar and Treasurer herewith submitted will show the various items of Income and Expenditure.

I have the honor to be,

Your Honor's most obedient servant,

THOMAS HARRISON,

*Chancellor.*

THE UNIVERSITY, January, 1893.



PROVINCIAL NORMAL SCHOOL, FREDERICTON (ELDON MULLIN, A. M., *Principal*).

There shall be in each school year one session of the Normal School, consisting of two terms. The first term (except for the French Department) shall begin on the first teaching day in September, and close on the last teaching day in December. The second term shall begin on the first teaching day in January and close on the Friday next preceding the second Tuesday in June.

*Times and Stations of Examination:* (1) Examinations for admission to the Normal School shall be held in each year at Fredericton, St. John, Moncton, St. Stephen, Chatham, Bathurst, Campbellton, Woodstock, Andover, and such other places as the Board of Education may hereafter determine, on the first Tuesday of July, beginning at 9 o'clock in the forenoon.

A supplementary entrance examination will (on application to the Principal not later than the 15th day of August) be held at the opening of the Normal School in Fredericton in September, 1893, for those candidates who shall have failed to present themselves for examination in July, or having attended shall have failed to pass.

(2) Closing examinations shall be held each year at Fredericton, St. John and Chatham, beginning at 9 o'clock a. m., on the second Tuesday in June. For Student-Teachers in the French Department, and other candidates for Third Class License, a closing examination for Third Class only shall be held at Fredericton twice each year, beginning respectively on the Tuesday next preceding the last Friday of May, and on the Tuesday next preceding the week in which Christmas falls. All candidates, other than those presented by the Principal of the Normal School, required to be examined in Reading at the Fredericton station shall present themselves in the Assembly Hall of the Normal School at 2 o'clock p. m., on the day immediately preceding the date fixed for the opening of the written examination, for examination in Reading.

Application for admission to the Normal School Entrance Examinations should be addressed to the Inspector within whose Inspectoral District the Candidate wishes to write, not later than the 24th day of May in each year. The application shall state the Class for which the Candidate wishes to be examined. An Examination Fee of \$1 must accompany each application.



## APPENDIX B.

### REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED JUNE 30TH, 1892.

JAMES R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I beg leave to submit for the information of the Hon. the Board of Education, my Annual Report on the Provincial, Normal and Model Schools for the year closing June 30th, 1892.

#### NORMAL DEPARTMENT.

The enrolment for the year reached the highest point yet attained. The table given below shows the number annually enrolled since the annual session was resumed in 1887:

1887-8, .....	196
1888-9, .....	224
1889-90, .....	239
1890-1, .....	243
1891-2, .....	269

Large as this enrolment of 269 is, that of the current year will show that it is likely to be maintained.

Below I give the details of the enrolment and classification for the year of the Student Teachers in the usual way:

(a)

#### NUMBER AND SEX OF STUDENTS ENROLLED.

	Male.	Female.	Both.
Junior Division, admitted Sept., 1891, .....	23	188	211
Senior " " Jan., 1892, .....	10	18	28
French Department. {	2	17	19
	3	8	11
Total for year, .....	38	231	269

(b)

## HOW ADMITTED.

As holders of Provincial Licenses.....	23
" " " Licenses from other Countries.....	2
" Graduates in arts { University of N. B...3. } { Dalhousie,...1. } .....	4
" holders of Matriculation Certificates (U. N. B.).....	10
" " " Departmental Certificates.....	2
On previous attendance.....	7
" Examination.....	222
	<hr/> 269

(c)

CLASSIFICATION OF STUDENTS BY COUNTIES AND RELIGIOUS DENOMINATIONS,  
ALPHABETICALLY.

## NORMAL DEPARTMENT.

COUNTIES.	Baptist.	Church of England.	F. C.	Baptist.	Methodist.	Presby- terian.	Roman Catholic.	Other.	Total for County.
Albert,.....	6	..	..	4	..	..	..	..	10
Carleton,.....	6	1	2	5	4	1	..	..	19
Charlotte,.....	..	3	1	6	2	18	2	..	32
Gloucester,.....	..	1	..	..	3	1	..	..	5
Kent,.....	..	1	..	..	3	14	..	..	18
Kings,.....	3	9	..	3	4	2	..	..	21
Madawaska,.....	..	..	..	..	..	1	..	..	1
Northumberland,.....	1	..	..	..	4	16	..	..	21
Queens,.....	4	3	2	2	3	..	..	..	14
Restigouche,.....	..	..	..	..	4	5	..	..	9
Saint John,.....	2	6	1	3	2	5	..	..	19
Sunbury,.....	..	..	1	4	..	1	..	..	6
Victoria,.....	..	2	..	..	2	..	..	..	4
Westmorland,.....	8	3	1	6	2	7	1	..	28
York, { York Co.,.....	4	6	4	7	5	2	1	29	60
{ City of Fredericton,.....	11	7	3	3	3	4	..	31	
Other than N. B.....	..	..	..	2	..	..	..	..	2
Total for each Denomination,.....	46	42	16	42	42	77	4	..	269

The figures given above include 30 students of the French Department divided among the Counties represented as follows:—Gloucester, 17; Kent, 8; Madawaska, 1; and Westmorland, 4.

(d)

## PROFESSIONAL CLASSIFICATION AT CLOSE OF SESSIONS.

	<i>Superior.</i>	<i>Good.</i>	<i>Fair.</i>	<i>Not Classified.</i>	<i>Total.</i>
Eng. Dept.	0	111	112	0	223
Fr.     "	0	0	29	0	29
					<hr/> 252

Fourteen students withdrew from the school during the annual session. Seven because of inability to keep up with the classes, three from failing health and four for sufficient other reasons.

Three young lady students died during the year, Miss Donahoe and Miss Wilson of York Co., at their homes; and Miss McGloin, of St. John, at her boarding place, quite suddenly. They were deeply regretted by their fellow students and Instructors.

(e)

## CLASSES OF LICENSE FOR WHICH STUDENTS WERE RECOMMENDED AT CLOSE OF SESSIONS.

<i>Gr. Sch.</i>	{ Eligible for	3 }	.....	4
	{ Eligible and Rec. for	1 }		
<i>I.</i>	{ Eligible for	7 }	.....	42
	{     " and Rec. for	35 }		
<i>II.</i>			.....	121
<i>III.</i>	{ Eng. Dept. ....	56 }	.....	85
	{ Fr. Dept. ....	29 }		
				<hr/> 252

The number of students who received Professional Classification *Good*, as well as that of those presented for licenses of the Grammar School Class—Class I. and Class II. shows a very satisfactory ratio of increase over last year, and is evidence that the professional equipment of the student teachers is improving.

Their scholarship is attested by the fact that not one of them failed to be awarded a license on examination, and that with a very few exceptions they obtained the class for which they were recommended.

There can be no reasonable doubt that the general preparation of the large majority of the students who come to us year by year from the Common Superior and High Schools is gradually improving, though there is still much to be desired in many individual cases.

I am glad to know that we are soon to make trial of what I have long considered a necessary adjustment of the License Examination—that students be permitted to undergo the tests in the branches common to all classes at the beginning instead of at the close of the year.

I feel quite certain that under the changed conditions the Normal School will be enabled to attain more nearly those ideals of the teacher's culture and equipment on which it was re-organized over twenty years ago.



The Normal School is, to quote the expressive phrase of Dr. Rand, the heart of our Common School system. Whatever measures are taken to render it freer and abler to do its distinctive work are immediately felt in the schools. Whatever impedes its labors hinders the progress of the schools, and this is true of this Province to a degree which is scarcely found elsewhere in the Dominion. It is from this point of view that I regard with satisfaction the action which the Hon. the Board of Education has taken with reference to the division of the License Examination.

---

#### FRENCH DEPARTMENT.

Thirty students were enrolled in this department during the year—nineteen in the first term and eleven in the second. Twenty-nine students were presented for License, one having withdrawn during the session.

The number in attendance on this department is not yet as large as we wish to see it, in order that all the Acadian schools may be provided with trained teachers. It is to be hoped that in the future larger numbers will avail themselves of the advantages which the department offers.

---

#### MODEL DEPARTMENT.

Miss Frances I. Ross, teacher of the Third Department, tendered her resignation to take effect Nov. 1st, 1891. Miss Ross had served the Normal and Model School with great tact and fidelity for several years. Her resignation was much regretted by myself and her associate teachers. Miss Helen L. Galt was appointed to succeed her and took charge on Nov. 1st.

The school has been largely attended, and its well-earned reputation substantially maintained. The Principal and the teachers associated with him have spared neither time nor pains to render the school useful to the Normal School, and, with all the interruption consequent on the observation and practice of so many student-teachers, have covered fairly and very intelligently the work of the various grades.

---

#### GENERAL REMARKS.

No change has taken place in the Normal School staff, with the exception that the large numbers in attendance during the last term of the year rendered it necessary for me to look for assistance in some departments of work. I was fortunate in securing the services of Mr. Henry Johnson, A. B., who took charge of the mathematics of all the classes until May 1st.

The staff of the school should be permanently increased by the appointment of an additional Instructor if the present rate of attendance is maintained.

I need scarcely refer to the valuable services rendered to the school and to the Province generally by the Instructors associated with me. They are well known and appreciated by the students.

I would again respectfully call the attention of the Board of Education to the

---

necessity of taking some action with a view to providing a library of books of reference for the use of the school. If even a small sum were granted annually it would soon place the school in a much better position to do its work. No expenditure of money in connection with the Normal School would be more speedily and usefully repaid.

The Governor General's silver medals for Highest Professional Standing were awarded to Miss Harriet H. Richardson, of Albert Co., and to Miss Laura R. Wilson, of the City of St. John, in the Senior and Junior Divisions respectively.

In the Model School the Bronze Medal for Highest School Standing was won by Sadie S. Thompson.

The Public Closing Exercises for the year lacked nothing of their usual interest. A brief review of some phases of the work of the school was followed, in the afternoon, by a very fine musical and literary entertainment by the students. At both sessions the Assembly Hall was crowded with visitors.

Miss Daisy H. Hanson delivered the valedictory address on behalf of the graduating class, in a manner which reflected credit on the wisdom of her fellow-students in selecting her for that honor, and the exercises of the day were, in every way, exceptionally instructive and pleasant.

The end of the year, as usual, brought with it some regrets, but we found much satisfaction in the reflection that our labors had materially helped to prepare one of the most intelligent and promising classes that we had ever enrolled at the Normal School for the responsible discharge of their important duty as teachers.

I am, sir,

Yours very respectfully,

ELDON MULLIN,

*Principal.*

FREDERICTON, January, 1893.

2

# APPENDIX C.'

## INSPECTORS' REPORTS.

### INSPECTORAL DISTRICT, No. 1.

Geo. W. Mersereau, M. A., Inspector, Doaktown, N. B.

*This District embraces the Counties of Restigouche, Gloucester and Northumberland.*

J. R. INCH, Esq., LL. D.,  
Chief Superintendent of Education,  
Fredericton, N. B. }

SIR: I beg to submit the following report on the condition of Public Schools in my Inspectorate for the year ending Dec. 31st, 1892.

I am pleased to be able to report that progress has been made in all branches of the service in nearly every Parish. Teachers have striven by attending the County Institutes, studying Standard Educational works, and reading the "Educational Review," to reach "higher ground"; Trustees were more attentive to their important duties, and parents have taken more interest in having their children prepared, by means of the Public School, for the various duties of citizenship. Many schools have been supplied with better furniture, maps and apparatus. Much fencing has been done, and in not a few cases improved accommodation has been provided.

*Addington.*—Glencoe District, No. 2½, opened school for the first time in August of this year. The Trustees of No. 2 still retain the services of Miss Effie McKinnon, and the school has improved upon its former excellent condition. Some repairs have been made to the School House in No. 8. Better desks are badly needed. Mr. Wm. Stewart, Secretary to Trustees in No. 6 is a careful and painstaking officer. He has had the school room supplied with new black boards. The enrolment in No. 4 increased and the school improved in many ways. Miss Bessie McNaughton is the teacher. My last two visits to No. 5 were unsatisfactory on account of the small number of pupils in attendance. The Campbellton Superior School has been well conducted during the year by Mr. Ernest W. Lewis, B. A. He has established a Reading Room in connection with his department and hopes by means of it to give his pupils a *taste* for good reading. Miss Rebecca M. Barnes continues to teach the Primary Department. She is one of the most successful Primary Teachers in my Inspectorate. All

the work of her school is well done. She teaches singing by note. Her pupils in Standard II. can sing the scales by number and letter and transpose readily from one scale to another. The department located near the station made very considerable improvement during the year.

*Dalhousie.*—I am pleased to be able to report a slight improvement in the educational condition of District No. 10. There seems to be few pupils in attendance in No. 12, for the number of children there must be in the district. In No. 8 the school house is altogether too small. In No. 1 (Town), the schools have been very poorly conducted. The Trustees have neglected to make necessary repairs in buildings, outhouses, fences, etc., and by failing to supply needed apparatus. So far has this economy (?) been carried, that on September 29th last there was no fire in the building and the pupils in the primary department were actually suffering from cold. All the departments have suffered from this penuriousness on the part of the Trustees, but none so much as the Primary. It consists of Standards I., II. and III., with an enrolment of nearly 80. Pupils are admitted to Standard I. at *all times* of year instead of but *once* a year as in any such community where the schools are intelligently conducted. The Teacher has scarcely anything with which to illustrate her work or make her room attractive. On my last visit there were 48 children crowded into this ill-ventilated, dingy, cold, gloomy room. Small wonder that the result of my inspection was unsatisfactory.

Should this state of affairs continue it would much advance the educational interests of the County to remove the Grammar School to Campbellton, where the schools are generously supported by the people and intelligently supervised by a progressive Board of Trustees.

*Colborne.*—The school in No. 1 has been provided with a complete set of automatic desks and blackboards have been repaired. The school in No. 1½ fell off considerably. The Trustees were grossly careless in the matter of wood supply. The Superior School in No. 2 made an excellent showing on my last visit. More attention should be paid to Physical Exercises, etc.

*Durham.*—The Trustees of No. 2 deserve much praise for the many needed repairs and improvements made in the school house and grounds during the year. The Teacher, Mr. H. W. Robertson, did his duty also faithfully and well, both in the school-room and in the care of school grounds and premises. A full set of desks and seats was provided in No. 1½. The School House in No. 1 is situated in such a swampy place that in wet weather the pupils have to wade through a mud hole to enter the school—a drain and a few loads of gravel would greatly improve this.

*Beresford.*—The School House in No. 2 should be moved nearer to the road and finished inside. It is now too cold for pupils in winter time. Better school accommodation is greatly needed in No. 2. The school in No. 3 makes but little progress. The Teacher seems industrious, but the pupils have no desire to excel and are kept at home after a very few years' attendance. No. 13 has not nearly so good a school as it had last year. A new School House was built in No. 6½. One of the Trustees of No. 7½ sends his children to the school in the adjoining District, though the distance is greater

and the school in his own District immeasurably superior. In No. 11 there were 21 pupils present without slates and 14 without books. The Trustees promised to remedy this. The School in No. 8 showed marked improvement. Many and serious complaints were made against the Trustees and Principal in No. 4. Against the Trustees that they were borrowing money without authority; paying the Principal in advance, while allowing the other teachers to wait a year or more for their salaries; not meeting the just obligations of the District promptly; not collecting taxes impartially, etc., etc. Against the Teacher that he too frequently closed his school to attend to private business and take part in political campaigns. I trust that these complaints against my old friend are entirely without foundation.

*Bathurst.*—Attendance at the School in No. 3 has increased to a very encouraging extent. I trust that it can be operated continuously for the future. The School in No. 18 makes very little, if any, progress. The pupils have no idea of thoroughness. Memorizing lessons and advancing through reading books seems to be their ideal of progress. In No. 13 there is far too much work for one Teacher and at present there is no room for an Assistant. There were 77 pupils enrolled during the first term of this year and there are said to be 119 children of school age in the District. The Trustees have promised to build next summer. In No. 17 the accommodation is insufficient. The school room in No. 10 was scrupulously neat and clean and the pupils were making substantial progress. Miss Isabel McDonald, one of our best teachers, was in charge. The Advanced Department in the Grammar School building in No. 2 had improved somewhat in tone. In the Primary Department in the same building there are children whose home influence and lack of parental control make them very difficult to manage in school, and the present Teacher is entirely unable to cope with them. The work done in the Convent building was of a very superior character. These Teachers are solving the problem of attendance by making parts of the exercises so interesting that the pupils are *anxious* to attend, and then by studying the nature of each individual pupil, they are able to apply just the right stimulus to secure effort on the part of each. These remarks apply as well to the Sister-Teachers' Schools in the Village. They are among the best taught schools in my Inspectorate. The constant superintendence given to these schools gratuitously by one of their number is beyond all price. In both schools much attention is paid to singing and calisthenics. In the Town they use wands, in the Village dumb bells in these exercises to the delight of every pupil who has this incitement to physical development. The organization in both Town and Village continues to be unsatisfactory.

*New Brandon.*—A determined effort was made to have a District erected between No. 8 and No. 9 by taking a slice from each. I could not see my way clear to sanction such a step. *Two* good schools are far preferable to *three* poor ones, though the former may be two miles from some of the pupils. In No. 5 the School House was moved to the middle and a far better attendance was the result. Miss Minnie Millar is doing excellent work in No. 9. On my last visit I found the school better *classified* than ever before. The penmanship is particularly worthy of commendation. The school in No. 11 shows decided indications of improvement. No. 7 continued school throughout the year. No. 2 was supplied with a half dozen very fine double desks and seats.

*Caraquet.*—The School in Caraquet Centre No. 10 continued to be the best school in the Parish. No. 2 was supplied with a dozen new desks and seats, the *material* of which was good, but the *workmanship* so bad that in a very few weeks they shrank and warped so as to very nearly fall to pieces. The Trustees of No. 5 procured 15 desks and seats, all of which were for the smaller pupils. I was well pleased with the progress made by the pupils of No. 6, of which Mr. Aimé A. Gionet is the popular Teacher. Some work was done during the year on the inside of the School House in No. 9. Pokesaudie Island has been set apart as an independent District. During the year I called a meeting for organization, but no business was done. No. 1 remains unorganized.

*Shippegan.*—District No. 8 operated a school for a part of the year. No. 10 had a school during first term for the first time in 14 years. It seems difficult for the Trustees of No. 9 to get a Teacher, yet they manage to have a school for the greater part of the time. No. 9½ had no school during the year, but have been building a new School House and hope to have school continuously for the future. No. 8½ operated a school during the year under many discouragements. The Schools in No. 6 and No. 4½ were well conducted as usual. The pupils in No. 4 make little, if any, progress, because the Trustees seem to be satisfied with any Teacher, no matter how incompetent.

*Inkerman.*—At the beginning of second term, school was opened for the first time in District No. 7. District No. 10 is badly in need of a new School House. Some wish the District divided. That would necessitate the building of two School Houses. As it is a new Settlement and there are but 44 Ratepayers in all, I am afraid that they will have to content themselves with one school for some time to come.

*St. Isidore.*—There are only three Districts in this Parish, one of which is not yet organized, though a meeting was called for that purpose. The two organized Districts maintained schools throughout the year.

*Saumarez.*—District No. 2 is long and narrow, with a school at each end. The Ratepayers have agreed to have their District divided, and I shall see that their wishes are carried out as soon as an equitable boundary can be decided upon. No. 4 had no school during the year. As there seemed to be no other way of securing school privileges to the children in No. 1, I annexed a part of that District to No. 3, and shall probably attach the remainder to the Portage River District. District No. 3 contains two ungraded schools besides the Tracadie Superior School. The School House near Ferguson's Point was moved nearer to the end of the bridge, to accommodate the Ratepayers newly admitted from No. 1. Some of the Ratepayers living near the Backwoods School (so called) wished to have their section erected into an independent District. As but few took any interest in the matter, and the present school service is fairly satisfactory, I decided not to disturb the present arrangement. The Tracadie Superior School is still taught by Mr. B. D. Branscombe, who, with an untrained assistant, produces excellent results, though most of his work has to be done in two languages.

*Alnwick.*—A new School House was built in District No. 1 to replace the one destroyed by fire last year. The Trustees of No. 12 have their School House about

completed, but are very slow opening school. The school in No. 5 is a very difficult one to classify as some of the pupils study both English and French and others in the same grades read in English only. This gives the Teacher nearly double work and makes it very discouraging. The school in No. 10 has not heretofore been as successful as it should be, largely because it has not been kept continuously in operation. The District is large and populous and the school should never be closed at all. At my last visit there were 56 pupils enrolled and nearly *six times* as many in Grades I. and II. as there were in advance of Grade II. It is time the School House in No. 9 was finished inside. The school in No. 8 was not as satisfactory as usual. No. 4 had no school during second term.

*Newcastle.*—Douglastown, No. 6, has now the best school playground and premises in any Inspectorate. By the kindness of Ernest Hutchinson, Esq., the Trustees were enabled to secure the Manor House and grounds at very little, if any, cost to the District. The grounds are beautifully laid out and well planted with shade and ornamental trees. The house was remodelled to accommodate three departments of the school. The Rosebank school was closed and some dissatisfaction was caused on that account among the people in its immediate vicinity. No. 2 has improved considerably. In No. 5, the attendance is so very small that the Trustees have decided to close the school for a term to attend to some needed repairs. The schools in Newcastle Town, No. 7, maintained their efficiency, though towards the end of the year they sustained an irreparable loss in the resignation of the Principal, Philip Cox, Esq., B. A. B. Sc. Mr. F. P. Yorston, B. A., was appointed his successor. It is hoped that with the able assistance of Miss E. McLachlan, the experienced and accomplished Teacher of the Advanced Department and the active co-operation of the rest of the staff no sensible diminution of effectiveness in the school service of the Town may be realized.

*North Esk.*—The Trustees of No. 1 spend so much time in quarreling with each other that it leaves them little time to look after the school. They supplied the school with new desks nevertheless. No. 5 employed a Local Licensee during the year. Miss Charlotte Keenan is doing excellent work in No. 6. No. 2 has made commendable progress for the past three years under Miss Susie S. Gerard. The School House in No. 11 was painted outside and now presents a fine appearance. The School in No. 4 improved somewhat during the year.

*South Esk.*—No. 8 operated school only one term during the year, as usual, and as a consequence none of the pupils are in advance of Standard III. No. 9 continues to be one of the best schools in the county. Much progress was made in No. 13. Some parents in this District are said to interfere with the school discipline and sometimes encourage their children to set the Teacher's authority at defiance. No. 15 opened school at the beginning of second term after keeping it closed for two years.

*Derby.*—Extensive repairs have been made in the School House of District No. 1, so that now the departments of the Derby Superior School have as good accommodations as any schools in the County. One of our most successful teachers, Miss Eliza J. Cluston, resigned her position in No. 1½ to practice her profession in one of the



Western States. She had taught the school for six years. The School in No. 4 is increasing in efficiency under Miss Lottie E. Underhill. The Trustees supplied some new furniture. No. 2 had no school during second term because a suitable teacher could not be found.

*Blackville.*—In No. 1 the Trustees expect the Teacher either to act as janitor herself or see that the pupils do the work. No. 7 is one of the brainiest schools in the County, and is well conducted by Miss Mabel J. Dealy. In Blackville Village, No. 7, the Trustees decided to open a Superior School, and have engaged for the coming year Mr. Jas. McIntosh, who, for nearly five years, was the successful Principal of the Superior School in Bathurst Village. That the school will be a success goes without saying.

*Blissfield.*—In May the School House in Doaktown, No. 4, was destroyed by fire. Happily it was insured and the Trustees were able to replace it with slight additional cost to the Ratepayers. The new school room is an improvement on the old one, but in view of the growing needs of the District, I think it should have been large enough to have a class-room on the ground floor. Every District in the Parish operated school during the year. I did not visit No. 1½ during the year, the only District in my Inspectorate so neglected. No. 3 enclosed the school yard by a neat picket fence.

*Ludlow.*—Boiestown, No. 3, needs a new School House which the Trustees seem in no hurry to supply. The District is abundantly able to give their children better quarters than the gloomy old barracks at present occupied. This is already an important business centre and should have a good school.

*Nelson.*—The Trustees of No. 7 built a new School House in a grove of spruces and firs, which, when thinned out and trimmed, will make an ideal school ground. Mrs. Annie O'Brien did excellent work in No. 5. No. 3 closed school during Second Term to replaster and otherwise repair their School House. No. 3½ is not yet organized and the outlook unpromising. It would be better to have this District re-united with No. 3.

*Rogersville.*—No. 13 has operated school throughout the year, after having it closed for four years. No. 10½ had no school during second term. No. 14 had for the year the most satisfactory school in the Parish. Miss Marguerite M. Richard was the Teacher. The School in No. 10 should be much better than it has been for the past year or two.

*Chatham.*—The graded School in No. 9 did excellent work during the year, under the Principalship of Mr. W. J. Loggie, aided by his staff of able and devoted assistants, Miss Ellen Curran, whose department was the best in the building, resigned her school at the end of the First Term, and was succeeded by Miss Ellen Donovan, an able and experienced Teacher. The Primary is now the weakest department in the building, and that from reasons largely beyond the Teacher's control. Pupils are admitted to Standard I. at all times of year. Numbers of them enter in May and June. The grading is done the last of June. Consequently the room is overcrowded for two months of the year. On my last visit (June, 1892), there were sixteen newly admitted

pupils, doing next to nothing themselves, and retarding the work of the other pupils. If the Trustees had a little knowledge of school organization, and would take pains to explain matters to parents applying for permits, this whole difficulty could be easily surmounted.

*Glenelg*—The School in No. 1 had been for nine years conducted very successfully by Miss Bessie J. Ullock, who resigned her position at the end of first term. The Trustees found it difficult to find a teacher capable of doing her work. They chose Miss Mary C. Edgar, under whom the school has maintained its efficiency.

#### GRAMMAR SCHOOLS.

Of the three Grammar Schools in my Inspectorate, that in Bathurst is the only one to change its Principal. At the last Annual Meeting the Ratepayers in a fit of economy (?) voted to abolish the Grammar School and operate a Superior School in its stead—as they could save \$100 by the change—Principal Cowperthwaite would not of course, accept the reduced salary. He accepted a position in a private school and thus one of our ablest Teachers is lost to the public schools, I trust only for a time.

#### ARBOR DAY.

Arbor day was observed in 88 Districts in this Inspectorate. There were planted 850 trees and 127 shrubs, and 131 flower beds were made. A great deal of cleaning up was done both *outside* and *inside*. In many cases a programme was arranged for and carried out after the tree planting was over.

We are but beginning to realize some advantages from the observance of this day. A few school grounds are becoming very pretty from successive tree plantings, some getting fences, because without them the work of Arbor Day is made useless by the ravages of the wayside cow, and others are moving to get school buildings worth enclosing.

#### TEACHERS' INSTITUTES.

Institutes were held in all the three Counties of this Inspectoral District. Those of Northumberland and Restigouche Counties were made more than usually interesting by the presence of the Chief Superintendent, who gave valuable assistance in the discussions, besides delivering in connection with each a public lecture.

That of Gloucester County convened at Grand Anse. The attendance was smaller than usual. Rev. J. R. Doucet took an active part in the discussions, and contributed largely to the interest.

#### NEW DISTRICTS.

There have been only *four* new Districts erected in this Inspectorate during the year, viz.: *two* in the Parish of Blackville, *one* in Caraquet, and *one* (a border District) in Rogersville.

#### CHANGES OF BOUNDARIES, ETC.

For various reasons, but all with the view of making the schools of more service to the children, I have had to change the boundaries of Nos. 5 and 6, Blackville, of Nos. 6½ and 10, Beresford, and of No. 10, Rogersville.

---

I have received petitions to change the boundaries of No. 5, Ludlow, Nos. 9 and 2, Chatham ; No. 7, Nelson ; Nos. 4 and 6, Beresford and No. 4, Inkerman.

I have submitted proposed boundaries for No. 5, Ludlow, but it is a border District and the consent of Inspector Bridges must be obtained before action can be taken thereon. In the other cases mentioned I shall embrace the very earliest opportunity of looking into their merits and of preparing boundaries where I think the interests of education would be advanced by a change.

There are many anxious to have the *time* of summer vacation changed so as to embrace the haying and early harvest season, and to have the terms changed so as to commence in April and November as formerly.

#### SUBSTITUTE DAYS.

When many Saturdays are taught to make up lost time, the result is most unsatisfactory. Pupils will not attend except they feel sure of being allowed to play instead of being compelled to work. The tone and scholarship in those schools where Substitute Days are of frequent occurrence are decidedly inferior. They should only be allowed to count as Teaching Days when the number of pupils present is equal to the average attendance, and when the hours are as long and the work is carried on with as much vigor as on a regular Teaching Day.

I have the honor to be,

Your obedient servant,

GEO. W. MERSEREAU.

DOAKTOWN, N. B., Dec. 31st, 1892.

---

#### INSPECTORAL DISTRICT, No. 2.

E. L. O'Brien, A. B., Inspector, Richibucto, N. B.

*This District comprised the Counties of Kent, Vicioria and Madawaska,  
and the Parishes of Aberdeen, Kent and Wicklow, in the  
County of Carleton.*

No report has been received from this District. Mr. O'Brien ceased to discharge the duties of Inspector at the close of the first term.

## INSPECTORAL DISTRICT, No. 3.

Geo. Smith, A. B., Inspector, Petitcodiac, N. B.

*This District comprised the Counties of Albert and Westmorland, and the Parishes of Havelock and Cardwell, in the County of Kings.*

JAMES R. INCH, Esq., LL. D.,  
Chief Supt. Education, }

SIR: I have the honor to forward my Annual Report for the year ended 31st December, 1892.

In my last year's report I had occasion to remark that there was a scarcity of teachers for the term ended 30th June, and I stated that a few Local Licenses had to be granted in order that the schools might be kept in operation. For the year just closed I am pleased to be able to report that the supply of teachers was sufficient for the schools that were kept in operation. Only two Local Licenses were granted for the term ended 30th June, and two for the term ended 31st December. It is very gratifying to know that all the schools, French as well as English, have the advantage of being in charge of trained teachers.

The following tabulated statement shows the number of schools and departments in operation in the several Parishes of this Inspectorate during the terms ended 30th June and 31st December respectively:

	Term ended 30th June.	Term ended 31st Dec.
Parish of Alma,.....	7	8
" Coverdale,.....	10	13
" Elgin,.....	6	9
" Harvey,.....	10	12
" Hillsborough,.....	14	15
" Hopewell,.....	7	9
" Botsford,.....	22	20
" Dorchester,.....	26	27
" Moncton, (including city),.....	54	57
" Sackville,.....	23	23
" Shediac,.....	23	24
" Salisbury,.....	19	19
" Westmorland,.....	10	10
" Cardwell,.....	6	4
" Havelock,.....	13	13
Totals,.....	250	253

A few Districts in Albert County have become so depopulated that no attempt is made to keep a school in operation. Other districts while able to keep schools in operation at least a part of the time either from carelessness or penuriousness or both, fail to employ teachers and the result is that their children are being deprived of the benefits of an education.

During the year new School Houses have been built in Bleakney Road, District No. 25, Salisbury; Mapleton No. 10, Elgin; Mount Pleasant No. 14, Botsford; and Tidnish No. 3, Westmorland. A new School House, with enlarged school premises, is much needed in the village of Penobsquis, and while I am not able to report that it has been definitely decided to build a new house, still, I am pleased to know that there is a growing feeling in favor of building a new one. New School Houses are also needed in Steeves District No. 2, Coverdale, McGinley Corner No. 10, Dorchester, Richie District No. 8, Moncton and Salem No. 11, Havelock. In the last named district there is at present no house, the old one having been burned in August last.

Extensive repairs have been made on the inside of the School House at Harvey Corner. The walls in both departments and in the class-room have been thoroughly repaired and papered, the ceilings painted and the blackboards enlarged and improved. A considerable amount of apparatus has been provided, and a number of books added to the library. To Mr. W. B. Jonah, the Teacher, is due the credit of adding to the library, and to some extent the other improvements made. Repairs have also been made on the School House in Scoudouc No. 13, Shediac, Intervale No. 18, Salisbury and Upper New Horton No. 12, Harvey. New furniture is needed in No. 13, Shediac, No. 7, Dorchester and No. 12, Salisbury.

Improved School House accommodation and enlarged school premises are much needed in Gautreau Village District No. 17, Dorchester. In this district there are children enough for a Graded School of two departments, but the School House is only large enough for one department and a class-room. If the district could be induced either to enlarge and repair the house at present in use or build a new one, making provision for two departments the educational needs of the district would be more adequately provided for.

I cannot refrain from referring to a very anomalous condition of school matters which exist in the Parish of Hillsboro in Albert County. From the School House in the Village of Hillsboro to the School House in Lower Hillsboro is about three miles, and within that distance there are four School Houses and four schools; two graded and two ungraded. The Surrey School which was formerly a graded school of two departments, efficiently run, has of late years fluctuated between a graded and an ungraded school, the number of scholars having decreased so that there is not a sufficient number to keep up a Graded School the whole year, and consequently the school has not made such satisfactory progress as when it was kept up continuously as a Graded School. The Surrey School House is old and quite dilapidated and a new School House must be provided in a few years. A union of the Surrey District and Edgett's Landing District with a new School House at or near the centre, would seem to be what is needed at present. If this were done the district thus formed would contain a sufficient number of pupils for a school of at least two departments and both districts would be benefited educationally.

The custom of shortening the hours for the younger pupils in graded schools in towns and villages is a custom to be commended and is in the best interests of education, and I am sorry it is not universally adopted throughout the country districts. It seems almost inhuman to keep a large number of very young children confined in a small School House, especially during the warm weather of August and September, for

six hours a day. I have frequently suggested to the teachers of the ungraded schools that it would be better to shorten the hours for the younger pupils, but I have generally received the reply that the Trustees and Ratepayers were not willing that this should be done. The old erroneous idea is still prevalent in many Districts that the more time children spend in the School House the more they will learn. These remarks receive additional force when we remember that in many cases children are sent to school too young, many being sent when they are barely five years old, and in some cases that have come under my own observation, before they were five. It has long been established beyond a doubt that young children are retarded in their education by being kept too long in school each day. And here I may add that I am in hearty accord with the action of the Board of Education in extending the summer vacation this year.

It is very satisfactory to know that so large a number of the Teachers avail themselves of the privilege of attending the Provincial Institute, and it is worthy of note that those Teachers who attend the County Institutes and the Provincial Institute, as a rule, are more interested in the work of teaching, and are more likely to keep abreast of the times. The means of self-improvement are so numerous and varied that there is no excuse for any teacher plodding along behind the age. I should like to see a larger number attend the Summer School of Science for the Maritime Provinces.

As already noted important additions were made during the year to the library of the Harvey Corner School. About ninety volumes have been added to the library of the Dorchester Superior School. Mr. Geo. J. Trueman, teacher of the Superior School in District No. 11, Sackville, has succeeded in raising forty dollars as a beginning for a library for that District. Good work has been done in this line in other districts.

Mr. T. E. Colpitts still continues in charge of the Albert County Grammar School, and Mr. J. G. A. Belyea remains Principal of the Westmorland County Grammar School. In August last Mr. A. C. M. Lawson took charge of the Superior School at Havelock, and Mr. VanBuren Thorne became Principal of Superior School at Petitcodiac. The other Superior Schools in this Inspectorate remain in charge of the same teachers as last year.

The schools in the City of Moncton have maintained throughout the year their high state of efficiency. I regret, however, to learn that there is an agitation in favor of reducing the salaries of the teachers and of employing teachers other than those holding licenses of Class I. This, in my opinion, would be a retrograde step and would I fear have a tendency to impair the efficiency of the schools.

Arbor Day was observed by eighty-three teachers. Six hundred and forty-seven trees and one hundred and thirty-two shrubs were planted, and fifty-one flower beds were made, besides the usual external and internal improvements in the school grounds and school houses.

The Albert County Teachers' Institute was held at Hillsboro, and the Westmorland County Teachers' Institute was held at Shediac. Both Institutes were well attended and the exercises were interesting and instructive.

I have the honor to be, sir,

Your obedient servant,

GEO. SMITH.

## INSPECTORAL DISTRICT, No. 4.

Acting Inspector Whelpley.

J. R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I have the honor to submit the following report for the year ended December 31st, A. D. 1892.

## BOUNDARIES OF SCHOOL DISTRICTS.

It is my opinion there is pressing need for a thorough revision of the Boundaries of School Districts as at present established. I know it is true of this Inspectoral District, and I have no doubt it is the same throughout the Province. Assuming the boundaries were the best that could be established at the time, changed conditions of settlements have rendered them inequable, and, in many cases, manifestly unjust. Were an Inspector to investigate, on the spot, each complaint as it should be, I believe his whole time would be taken up in this single duty. While it is probably beyond my province to make any suggestion, I believe the service requires nothing more strongly than a District to District revision of boundaries.

## GRAMMAR SCHOOLS.

While there is no question as to the ability and zeal of the Teachers of the Grammar School in this Inspectorate, yet there is scarcely more advanced work taken up in them than is carried on in any of the Superior Schools. This is true even in respect of the classical part of the programme.

## SCHOOL TERMS.

Owing to the fact that the greater part of the vacation occurs in the Summer Term, the number of teaching days is not fairly apportioned. Trustees take advantage of this and reduce the teacher's salary to a mere pittance for the Summer Term. At the same time the Trustees claim, other things being equal, an equal amount from the County Fund. Why not do away with the division of the School Year into set terms as at present; and enact that all contracts should run for the School Year. Full returns could be sent in but once during the year. If necessary that Teachers should be paid from the Province more than once per annum, a return of the time taught, duly attested, could be made, say, at the mid-summer vacation; and payment made thereon.

*Hampton.*—In No. 2, Superior School, Mr. A. H. Sherwood retires, and is succeeded by Mr. M. E. Harrington. The Trustees of No. 3, Hampton Village, have made extensive improvements. Both departments will now be in the same building. On the ground, I assume, of economy, they have engaged a teacher of the second class as Principal. No. 5 is maintaining a school on its own account. It would be advantageous to both 5 and 9 to unite. The building in No. 6 should be repaired. I have pressed the matter upon the attention of the Trustees, but so far without success.

*Norton.*—Mr. J. W. Richardson remains in charge of the Superior School. Through the efforts of the Teachers a fine library has been obtained.

*Springfield.*—No. 4 had a regularly licensed Teacher. It is without suitable apparatus, etc. No. 1, which was last year rated as a Superior School does not show a disposition to retain it, although in every way qualified. Much improvement has been made to the building by the Trustees in No. 2. This district for a long time maintained the Superior School of the Parish. No. 8, building repaired; have recommended necessary apparatus and a better grade of furniture. In No. 21 some trouble arose because of Trustees refusing or neglecting to employ a Teacher. I believe the matter was satisfactorily arranged.

*Sturholm.*—No. 15 has a large attendance, and, agreeably to the regulation, regularly employs a class-room assistant. No. 16 is eminently satisfactory. The Teacher, Miss Mabel Folkins, leaves to take a course at the Normal School for advancement of class. Mr. W. N. Biggar continues to give satisfaction in No. 5. The success which has attended Miss Annie L. Darling's teaching in No. 10 answers the objection often heard, that a course of instruction cannot be satisfactorily followed in country districts. The work done by Mr. W. C. Kierstead in No. 8, Newtown, was up to the standard of a Superior School. Mr. Kierstead leaves to take a course of study at the Seminary at St. Martins. His work was always highly satisfactory to me. I regret to say a class-room has not yet been provided. Many efforts have been made by me to have a school operated in No. 26. A want of co-operation among the Ratepayers has thus far prevented.

*Sussex.*—By the establishment of an additional department, the Trustees of No. 2, Grammar School, have relieved all the grades. All the departments are giving satisfaction. Mr. R. D. Hanson continues as Principal. As before pointed out by me suitable accommodation has not yet been provided for the Primary Department at Apohaqui Station. This is the Superior School. Mr. Goodwin continues here.

*Waterford.*—No. 3 did not succeed in securing a licensed teacher this term. The enrollment is small. Steps have not yet been taken to rebuild the School House, destroyed by fire, in Chambers' Settlement, No. 2. There has been no school for nearly two years. I visited the District the last term to endeavor to get the Ratepayers to make some arrangement. Nothing has yet been done. No. 8 is to enlarge and alter the present building to properly accommodate the large and increasing attendance.

*Hammond.*—All the Schools in this Parish were in operation last term except Shepody Road. The attendance in No. 6 was large. The School was efficiently conducted by Miss Lizzie M. Hicks.

*Upham.*—The Schools in this parish are not well equipped. In all cases I have called the attention of the Trustees to the needs.

*Rothsary.*—No. 2. I have asked the Trustees to consider whether it would not be desirable to move the School House to a more central location. I believe such will be done. In which event the building would, no doubt, be suitably repaired or rebuilt.

*Kingston.*—No. 1 was referred to by me in my last report. I think it would be in the interest of the District if no attempt was made to run a *graded* school. There are not pupils enough. I believe it is the intention to do away with the Primary Department, No. 13. Repairs to building have been recommended by me.



*Kars.*—There are but few schools in this Parish. Though small, all are efficiently carried on. Constant efforts are put forth by the teacher, Miss W. A. Toole, in No. 5 to improve the school grounds. A flag-pole and flag and out-door play house have been provided.

*Gladstone.*—Important changes have been made in the boundaries of Nos. 4 and 5. I have no doubt the present establishment will give greater satisfaction to all. No. 5 has procured improved furniture.

*Burton.*—The School in No. 4, Oromocto, was more satisfactory than it has been for some time. Much remains to be done in the line of improvement of building and supply of needed apparatus. The school was closed in Shirley Settlement, the first term, to enable extensive repairs to the building to be made, as recommended by me. I visited Woodside, No. 7, for the purpose of settling the question of site. I was informed a contract had been entered into for building.

*Lincoln.*—No. 3, the Trustees carried out my recommendation in the matter of the repair of the building. Miss Bessie M. Williamson has charge of the school in No. 1.

*Maugerville.*—Very satisfactory work was done by Miss J. L. Cadwallader in No. 1. Miss H. L. Barker, who taught the Superior School with much success, severed her connection with the district. Miss Barker has, I believe, left the service. Mr. H. T. Smith continues in No. 3.

*Sheffield.*—No. 1, the building, partially destroyed by fire, has been repaired. The Grammar School is now in charge of Miss McNaughton, Mr. Lawson having resigned to engage in the study of law. No. 6 has not provided apparatus, etc., recommended by me.

*Northfield.*—No school was in operation in New Zion because of the unsettled state of its boundary. A description of boundary was submitted, which, I trust, will be found practicable. No. 1 A, now has a class-room assistant each term.

*Wickham.*—No. 2, apparatus, etc., recommended by me, has not yet been provided. Neither building, furniture, nor apparatus is suitable in No. 4. A like state of affairs prevails in No. 11.

*Johnston.*—In No. 2, I recommended that a better grade of furniture be provided. No. 3 has not yet provided a more suitable building. I have succeeded in No. 14 in inducing the district to build a new house. Repairs have been made, as ordered, to the building of No. 5.

*Brunswick.*—I visited each District in this Parish in September, and found but three schools in operation.

*Waterborough.*—No. 5, Miss Mary Orchard, was doing good work, despite many drawbacks through lack of needed apparatus. As a result of an urgent note to the Trustees, they have consented to carry out my recommendation in No. 6. Steps taken by some of the Ratepayers in No. 8, and not always solely in the interest of education, have produced a condition of strife that is to be regretted.

*Cambridge.*—The large enrollment of No. 2, each term, requires that a class-room assistant be regularly employed. Thus far I have been unable to get the Trustees to do so. The boundary of No. 7 was re-arranged. A new building is required in No. 6, (Cambridge and Waterboro.)

*Chipman.*—In No. 11, a class-room has been added as ordered, and a class-room assistant employed. I am sorry to learn that Mr. C. D. Strong has retired. Mrs. Cox remains in charge of the Superior School and is doing much advanced work. School was begun last term in the new District, Castaway Brook. Nearly all the schools were in operation.

*Canning.*—All the Schools in this Parish were in operation during some portion of the year.

*Gagetown.*—Miss M. K. Tibbets continues as Principal of the Grammar School. The attendance is steadily increasing. The building used as quarters for the Primary Department has outlived its usefulness. Mr. R. B. Wallace takes Mr. S. O. Weston's place at Upper Gagetown. The appointments here are excellent. The attendance in No. 8 A is very small, owing mainly, no doubt, to its nearness to the Grammar School.

*Hampstead.*—The School House in No. 1 has been greatly improved. New furniture has been provided. Mr. J. L. Allingham has charge in Little River. No. 9 was not satisfactory. A number of the Ratepayers desire a teacher of a higher class of license than is usually engaged by the Trustees. Extensive repairs have been made to the building in No. 4. No. 10, African Settlement, continues in charge of Mr. Gosman.

*Petersville.*—In No. 6 there is a movement in favor of a new building. I have no doubt the District will be able to build a new house. Nos. 13 and 14 had schools last term. The enrolment is low in each. The building in No. 15 was destroyed by fire. There is some agitation to unite with Hampstead, No. 5. This has probably delayed the work of rebuilding.

I have the honor to be,

Your obedient servant,

F. E. WHELPLEY.

#### INSPECTORAL DISTRICT, No. 5.

W. S. Carter, A. M., Inspector, St. John, N. B.

*This District embraces the Counties of St. John and Charlotte, and the Parishes of Westfield and Greenwich, in Kings County.*

J. R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I beg to submit the following report for the year ended December 31st, 1892:—

*Clarendon.*—There are three organized Districts in this Parish, and one, Fairy Bank, which is partly in Sunbury County. McLeod District has maintained a school

during a portion of the year. Floyd has a new School House and has had a school in operation for one term. No. 2 has as yet taken no steps to rebuild. There is no School House as yet in Fairy Bank, No. 9, but a School is kept in operation quite regularly. I am in doubt as to whether this district is in my territory or not. Owing to the prevalence of diphtheria, which closed some of the Schools in this Parish last autumn, I did not make my visit as usual.

*Lepreaux.*—No. 1, Little Lepreaux, had a school in operation during the second term. New furniture has been procured for this District. No. 2, Lepreaux Village, is fairly well equipped except as to its house, which is a very poor one. The Trustees were not prompt enough in opening the School for the second term. This also applies to the Trustees of No. 3, Mace's Bay. In these Districts the attendance is poor in the cranberry and dulse season, but there is always a number of the smaller children who could attend. No. 5, New River Mills, maintained a school during the first term.

*Pennfield.*—The attendance at the schools in this Parish is very poor during the berry season, and in consequence some of the schools do not open until October in the second term. It almost seems as if they should be permitted to have the summer vacation later. With the exception above noted, all the schools in this Parish were regularly maintained. Miss Annie Prescott has retired from No. 3, to the regret of all. The Trustees of No. 2, Beaver Harbor, discouraged by the irregularity of the attendance during the second term, contemplate the maintenance of but one department for that term. I hope this plan will not be followed, as there is but little reason for poor attendance in Beaver Harbor.

*St. George.*—The Village Schools, No. 1, are progressing as usual. A fine lot of trees were planted Arbor day. The house in No. 2, Head of Letang, has been painted and repaired. Nos. 3, 4, 5 and 6 have supported good schools, as usual. No. 8½ and 10, Piscahegan, have had schools in operation during part of the year. As it was not possible to obtain licensed Teachers for these Districts, local licenses were granted. The house in No. 13 is poor. A school flag was procured for Mascarene, No. 12, by the exertions of the Teacher, Miss McVicar. The attendance at Back Bay, No. 14, is very irregular and the enrollment very large—too large for one Teacher. The Trustees propose to engage a male Teacher. The houses in Nos. 15 and 16 have been repaired. The house in Roix, No. 9, has been painted, and now furnishes an attractive appearance. All the Schools in this large Parish have been in operation during a portion of the year.

*Dumbarton.*—No. 1, Pleasant Ridge, has maintained a school as usual. No. 3, Flume Ridge, could not procure a Teacher for the first term. No. 4, Tryon Settlement, though small and poor, supports a school half the time. School matters are moving along much more harmoniously in No. 5 than during the previous year. A good school is in operation. The school in Rolling Dam, No. 6, is more efficient than it has ever been, and the house and its surroundings are satisfactory in every respect. No. 7, Greenock, has been provided with new furniture. No. 7½, Mooney's Corner, is well equipped in every way.

*St. Patrick.*—No. 1, Bocabec Lake, should support a more regular school. The

house and furniture in this District are not up to the standard maintained by the other Districts in the Parish. No. 2, Bocabec Ridge, has repaired its old house instead of building a new one as was voted. Considering the condition and location of the old house I think it would have been better policy to have built a new one on a better site. No. 5, Elmsville, opened its school more promptly in the second term than usual and the attendance fully justified the innovation. The house in No. 6 is poor, but the furniture and apparatus are good. No. 2½, Whittier Ridge, regularly supports a good school.

*St. Croix.*—Nos. 2 and 3 maintain efficient schools. The attendance in both districts is large. No. 4, Bartlett's Mills, does not keep its school in regular operation. The School in Upper Waweig, No. 5, fell off greatly during the first term, but has improved since. Orr, No. 4½, has a good school.

*St. Andrews.*—I have little to add to and nothing to detract from the report I made last year concerning the schools of the Town. They compare very favorably with any others in my district. The apparatus and libraries have been added to during the year. The Trustees continue to take an active and intelligent interest in all that pertains to the welfare of the schools. At my visit a combined meeting of Trustees and Teachers was held, at which many excellent suggestions were made, and I doubt not, long before this carried into effect. The teaching staff of the Town has sustained a loss in the retirement of Mr. Sutherland and Miss Howard. Both teachers enjoyed the confidence of the Board.

*Chamcook.*—No. 6 opens its school very late in the second term and the attendance is very irregular.

*St. David.*—The house in Power's District, No. 1, has been repaired. No. 2 maintains a better and more regular school than formerly. Nos. 3, 4 and 5 have efficient schools. Oak Bay, No. 6, supports a good school. An excellent school has been maintained in Hill's Point, No. 5½. The attendance is increasing to such an extent that it has been decided to enlarge the house. Nos. 7 and 8 maintain a school during half the year. No. 10, Hitching's Settlement, supports a good school. The school at Moore's Mills is doing good work. The Trustees and Ratepayers regretted the retirement of Mr. John D. Robertson, a most efficient teacher. Mr. Robertson carries the good wishes of everyone with him in his new field of labor, which is in taking a course at McGill College. He has been succeeded by Mr. Amasa Plummer.

*Dufferin.*—Both Schools in this parish might be operated more regularly with advantage to all. There is no good reason why they should not be kept in operation all the time. The Ratepayers will probably insist upon this course in the future.

*St. James.*—Nos. 1 and 2 were supported as usual. No. 3, Lawrence Station, has completely renovated and furnished its house. It is now a very neat and attractive building. The Trustees of Anderson, No. 4, have been somewhat dilatory and that coupled with the scarcity of teachers has deprived the children of this District of many School privileges during the year. I expect to see a regular School maintained hereafter. Nos. 5, 8 and 10 do not keep Schools in operation during the whole year. Nos. 7 and 9 have good Schools. It is proposed to unite Nos. 11 and 12. A neat new

School House has been built in No. 11. The School in Gleason Road, No. 13, though small is in good condition. A fine School flag has been obtained for the School in Little Ridgeton, No. 14, through the exertions of the Teacher, Miss Maxwell. The Schools in Nos. 15 and 17½ are excellent in every respect.

*St. Stephen.*—The house in No. 3½ has been neatly painted. Owing to the loss of the School House in Mohannes, No. 4, and the difficulties that have been raised against the building of a new one, there has been no School in this District during the year. It is proposed to unite this District with No. 4½, which has never supported a School. As soon as this matter has been decided, I hope to see immediate steps taken toward the erection of a new house. Through the exertions of the teacher, Miss Yerxa, the house in Heathland, No. 6, has been painted. The house in No. 7, Blacklands, has also been painted. Valley Park, No. 8, has procured new furniture.

*West Isles.*—A School was maintained on Indian Island, No. 1, during the first term. No. 2, Chocolate Cove, has had during the year one of the most efficient Schools on Deer Island. No. 3, Bar Island needs a new School House. The house and premises in No. 4 are poor. No. 5, Lord's Cove, has been divided. One of the new Districts has made provision for a new house. I have not learned whether any such provision has been made in the other District or not. I believe the division, from an educational standpoint, to have been bad policy and think it will be regarded as such in the future. The Schools in Nos. 6, 6½ and 7 have not been as efficiently maintained during the whole year as usual. No. 8, Bean's Island supports a School as usual.

*Campobello.*—The excellent School library and apparatus in Welchpool, No. 1, have been largely added to during the year. School flags have also been procured for two of the School buildings. I think that the attendance at the Schools in this District might be greatly improved. Nos. 2 and 3 have had regular Schools.

*Grand Manan.*—There are four departments in No. 1, three of which are operated regularly. There is urgent need for another department, as the primary department is very much overcrowded—it containing at times over one hundred pupils. Another department is also necessary for at least the second term in No. 2, Castalia. I understand the Trustees intend to open one. The school in No. 3, Woodward's Cove, is not as efficiently maintained as the other schools on the Island. No. 4, Grand Harbor, keeps good schools in regular operation. Money has been voted in Seal Cove, No. 5, for a new School House. No. 6, Whitehead, has had a school in regular operation. No. 7, Two Islands, maintained a school during the first term. It is a pity that this school could not be kept in more constant operation. No. 9, Deep Cove, has made good provision for its school considering the resources of the District. Through the exertions chiefly of Mr. F. A. Cheney, a local licensed Teacher has been engaged and a school opened on Three Islands. There are seven children to attend. This is the first time a school has been in operation in that District. Quite an amount of improvement has been made in some of the Districts on Grand Manan by the exertions of the Teachers. A flag and library have been procured for No. 1, a flag for No. 4 and for No. 9.

*Milltown.*—The schools in this Town are well organized and well supplied with all

necessary apparatus. The school buildings are in excellent condition. Misses Kerr and Hanson have resumed their duties as teachers. Mr. W. T. Kerr retired at the end of the first term and was succeeded by Mr. J. B. Sutherland, A. B. I have no doubt but that Mr. Sutherland will sustain in Milltown the high reputation as a teacher that he achieved in St. Andrews.

*St. Stephen, (Town).*—A great many changes have taken place in the composition of the teaching staff of St. Stephen during the year. At the end of the first term Misses Moore, McLean, Dibblee and Mr. Lockray retired. Misses McKenzie, Ganong, Everett and Hanson have been appointed in their places. Miss Bridges resumed her school at the beginning of the second term to the gratification of all interested in her school. I regret to have to report the death of Miss Annie Moore, shortly after her resignation. She was a young lady who enjoyed the esteem and respect of all who came in contact with her and her conscientious discharge of too numerous duties in every good cause brought on, in the opinion of many, her early death. There is now no teacher employed in St. Stephen who does not hold a first-class license. The Board has also taken especial pains in the selection of its staff, which is exceptionally strong in consequence. I doubt whether the schools in St. Stephen have ever been in better condition. I do not think this Town need fear comparison with any other in the Province regarding schools. At my visit in May last I invited the Trustees and Teachers to meet me to discuss general school matters. Nearly all responded, and a most useful and suggestive exchange of views was had. I feel certain that the Teachers went away from the meeting with much clearer ideas as to the Trustees' wishes and the Trustees with a better perception of some of the Teachers' difficulties than before. I think it would be well if Trustees and Teachers could meet oftener in an informal way.

*Musquash.*—No. 5 has new furniture and much approved apparatus, due largely to the exertions of the Teacher, Miss Julia Cody. Musquash, No. 6, has obtained a school library through the exertions of the Teacher, Miss Robb. The School in Dipper Harbor is only in fair condition, a much better School is maintained in Chance Harbor, No. 8. No. 9, Cranberry Head, supported a School during half the year. There are a number of pupils to attend, but the house is almost unfit for use, and the majority of the Ratepayers are not interested, except to keep down taxation. I hope to see a new house begun before long. The school in No. 10 is in fair condition.

*Lancaster.*—The house and appliances in Beaconsfield, No. 1, are all that can be desired. The schools are not as efficient as I would wish to see them. The largest school building in No. 2, Fairville, was burned in June last. I obtained authority to call a special meeting, at which the sum of \$5,000 was voted for a new house, but what with difficulties in securing a site and projects for the enlargement of the District, nothing has been done yet. In the meantime, these schools, overcrowded and poorly housed, are in a wretched condition. I hope to see Fairville District enlarged and a creditable school building there before another report. No. 3 has had a better School than usual. For such an able District the furniture is very poor. The other schools in Lancaster are well equipped and well maintained.

*Simonds.*—No. 2 has had a School in operation during the second term. The

District affairs have been badly managed, and it is only now beginning to recuperate. No. 4, Silver Falls, has painted its house. The School in No. 5 has been very poor and irregular. No. 7, Loch Lomond, kept a School in operation one term. Nos. 8 and 9 have maintained regular Schools. There has been no School in Mispec, No. 10, during the year. The District is poor and the children few. Nos. 12, 13 and 15 have for the most part supported good schools. No move has as yet been made for a new house in No. 14, Tynemouth Creek. No. 17, Hibernia, has had no school during the year. There are few children in the District, but a School will be opened at the beginning of next year. Nos. 16 and 18 have supported regular Schools. Nos. 20, 21 and 22 have not had School in operation during the whole year.

*St. Martins.*—No. 1, Bain's Corner, has a neat little School House with pleasant surroundings. The Schools in Quaco, No. 2, are generally in good conditions. The Trustees are not as prompt in furnishing needed apparatus as I could wish to see them, and the library—the fund for which was raised some two years ago—has not yet been procured. Nos. 3, 3½ and 4 have never maintained better schools. No. 9, Wood Lake, has procured some needful apparatus, but requires better furniture. The destruction of the Henry Lake Mills will prove a severe blow to this district. No. 10, Hanford Brook, had a poor school during the first term, but a much better one during the second term. Through the exertions of the Teacher, the new house has been well supplied with apparatus. Miss Harding, Teacher in No. 11, by means of a School entertainment, has supplied her school with a complete suite of new furniture. No. 12 has had a fair School. No. 13 a good one. No. 14, Long Beach, has had a School in operation one term during the year. The Schools in St. John County are generally in a very thrifty and satisfactory condition.

*Westfield.*—Grand Bay, No. 1, is now one of the best equipped Schools in the Parish. No. 2, Westfield, has fallen off somewhat from its former excellence. No. 2½ has no new house as yet, but the preliminary steps have been taken toward it. Nos. 4 and 5 have had schools during one term. No. 5, Cheyne Settlement, has painted its house, which is well furnished, and there is a large number of pupils to attend, but there are but two Trustees and it does not seem possible to add to the number, owing to the lack of ambition for office which exists in the District. The other Districts in this Parish are well equipped and regularly supported. This is one of the best Parishes I have to support schools.

*Brunswick.*—No. 1, Upper Brunswick, has painted its house and supplied some needful apparatus. Oak Point, No. 2, after considerable urging has, I think, set about building a new house, which I hope to be able to report next year. No. 3, Jones' Creek, has refurnished its house. A new house in a more central location is needed in this District. No. 4, Lily Lake, has maintained an excellent school. No. 5, Brunswick Hill, has supported a school as usual.

*City of Saint John.*—The condition of the schools in this city remains about the same as outlined in my somewhat extended report of last year. The improvements that I pointed out as being needed there are with few exceptions needed now. The building committee has been active during the year and several minor but very

necessary improvements have been made. During the year there have been several changes in the teaching staff. I regret to report the death of Mr. F. H. Hayes, for some time Superintendent of the city schools. Mr. Hayes was a painstaking and industrious official and possessed the entire confidence of his School Board. Messrs. Manning and Chisholm retired from the staff of the boy's High School, the former to fill the position of Secretary of the School Board vacated by Mr. John March who was appointed Superintendent. The vacancies in the High School staff have been filled by the appointment of Mr. Philip Cox, A. B., and Mr. W. J. S. Myles, A. M. Mr. Cox brings to the discharge of his new duties a ripened experience and an excellent reputation as a Teacher. Mr. Myles has done good work as Principal of the Douglas Avenue school and his promotion was deserved. Another department has been added to the Girls' High School. Miss Minnie Knowlton has been appointed as Teacher of it. The appropriation made by the St. John Board for music in the schools has produced good results. Theory of music is now taught in all the schools taught by the Sisters, in the Victoria School and I think in some other schools. Under the instruction given in these schools I believe pupils passing out of Grade VIII. will be able to read music with facility and that without any interference with their other school work. I hope this subject will receive attention in all the schools, as it varies and brightens the work and is most useful as well. Modeling which received so much attention in the St. John schools, two years ago, has apparently almost become a thing of the past. I think this neglect a mistake.

#### SCHOOL GROUNDS AND PREMISES.

Arbor Day was quite generally observed in this district. The number of trees planted was not so great as last year. As I have pointed out before, the nature of many of the school grounds in my district does not favor the growth of trees. St. George planted more trees this year than any other district. I am sorry to say, through some mistake in transmission, the report did not reach me.

The general appearance of the school buildings and premises is excellent. A shabby School House is becoming the exception. With scarcely an exception the School Houses in this district are supplied with modern furniture. For many of the improvements made, several districts are under obligations to the teachers who with the assistance of the pupils and others have raised funds to paint, furnish, supply with apparatus, found school libraries and purchase school flags. This work has often been accomplished under difficulties which called for great exertions, but I may say that I have seldom appealed in vain to the Teachers to effect needed improvements, where the Trustees neglected or could not be induced to do so.

#### THE SCHOOL DISTRICT.

Each year brings its troubles to many School Districts and this year has been no exception. Happily none of them have been so serious as not to be capable of adjustment. No law suits have taken place. Some boundaries have been changed and some others are in process of being changed. I have more trouble in obtaining and locating sites for new houses than on any other account. Proposed school sites rapidly appreciate in value. The increasing number of notices that I have to issue each year for



school meetings leads me to think that the Ratepayers are either taking less interest or the Secretaries less trouble concerning these meetings.

#### SCHOOL FLAGS AND LIBRARIES.

I have indicated in my report relating to the Parishes many improvements, both as to libraries and flags. Several new school libraries have been procured during the year, and many school flags. Charlotte County Teachers are indebted to Mr. Jas. Vroom of St. Stephen for a uniform plan for raising School flags. This plan was adopted by the County Institute, and has been printed for distribution among the schools. Except for a few local references to Charlotte County the plan is an excellent one for the Province.

#### COURSE OF INSTRUCTION.

*Reading.*—This subject receives more attention in the Graded Schools than in the Ungraded. This is but natural, considering the amount of work that the teachers in many of the Ungraded Schools have to do. It is nevertheless singular that while the teacher of the Graded School finds the amount of work prescribed in the subject somewhat heavy, the Teacher in the Ungraded School often finds that it is not sufficient. This diversity of opinion is caused no doubt by the extra amount of drill given in the Graded Schools. In the Ungraded Schools quantity pleases the average parent and the quality of the work suffers. The reading in the City Schools is generally satisfactory while that in the Country Schools needs improvement. Pleasanter tone and more distinct articulation should be cultivated in all the schools.

*Writing.*—I think some improvement is evident in this subject. I am convinced that excellence in writing depends almost entirely upon the teachers. It is true that a poor text, unsuitable seats and bad pens are responsible for a good deal. I have suggested to the School Boards in St. Stephen and St. John that they should consider the advisability of providing free to the pupils, copy books or paper and pens. By supplying the former, each teacher would be able to give proper class instructions in writing. Now, owing often to irregular attendance, it is impossible to keep a class together, and the parents refuse to supply new books until the old ones have been completed. In the average school, if the pens in use are examined, they will be found to be of different kinds and in most cases totally unfit for use. Good work can not be done with such implements, no difference what may be the conditions. If these were supplied they could be of the most suitable kind and would be changed as often as necessary. By this plan the cost of these things to the Ratepayers would be materially reduced and better work would be done.

*Arithmetic.*—This subject is fairly well taught, but like writing, much depends on the Teacher. Our pupils should be taught to think independently and to be more self-reliant. I hope we are doing better each year.

*Composition.*—More attention is needed to oral composition. Our pupils should be able to express themselves easily and correctly regarding the work of any subject in the course. The Teachers should talk less and the pupils more.

*Geography* is generally well taught and Canadian and British History very indiffer-

ently. Formal Grammar receives more attention than it deserves, and Temperance teaching not enough. I am not satisfied with the quality of the instruction given in Natural Science. There is too much memory work and not enough observation. Geometry is not generally well taught—the pupils are assisted too much. Perhaps this may be truly said of many other subjects. Latin is poorly taught in some of our Grades VII. and VIII. This arises in some degree from these teachers' want of familiarity with the subject. Greek is rapidly disappearing from our schools. Such subjects as Land Surveying, Navigation and Natural Philosophy should receive more attention in our High Schools. I will not say English Literature, but ordinary English might profitably receive more attention in all our schools.

#### COUNTY INSTITUTES.

The Institute for Charlotte County was held at North Head, Grand Manan, in September. There was a large attendance of Teachers, Trustees and others interested in the schools. Mr. John Brittain, Mr. Jas. Vroom and Mr. Wallace Broad were present as instructors—the object of the Institute being Nature study chiefly. As the weather was favorable and the Teachers enthusiastic a most profitable meeting was had. A crowded public meeting was held at North Head, at which addresses were made by some of the visiting members and residents of Grand Manan. The St. John County Institute was held at St. Martins in October. By the kindness of the directors of the Union Baptist Seminary the use of that building was given the Teachers. A public meeting was held on one of the evenings of the session in the hall of the Seminary. The attendance was good and an excellent musical programme was furnished by the instructors and pupils.

Respectfully submitted,

WILLIAM S. CARTER.

ST. JOHN, N. B., Dec. 31st, 1892.

#### INSPECTORAL DISTRICT, No 6.

H. V. B. Bridges, A. M., Fredericton, N. B., Inspector.

*This District comprised the County of York and the County of Carleton, except the Parishes of Aberdeen, Kent and Wicklow.*

J. R. INCH, Esq., LL. D.,  
Chief Supt. of Education,  
Fredericton, N. B. }

SIR: I beg leave to submit the following report for the year ending December 31st, 1892:—

During the year two Primary Departments were opened—one in the Town of Woodstock, and one in Marysville. In Districts No. 6½, Stanley, and 13, Woodstock, both new Districts, Schools were maintained for the first time. Two new Districts were laid off, viz.: No. 15, Wakefield, and No. 15, St. Marys, in which there is every

probability of Schools being placed in operation during the coming year. Throughout this Inspectoral District, in the term just closed, there were maintained in all 292 Schools and departments, 110 in the County of Carleton and 182 in York County. This is considerably more than at any previous time during my term of office. And yet there were a few Schools in either County unable to obtain Teachers. I do not attribute this to the fact that there were not Teachers to be had, but there are certain Teachers that cannot be hired to teach in certain Districts, and I do not think that such Districts will ever be able to readily obtain Teachers until pupils from their vicinity shall have passed through the Normal School. Following will be found a statement, somewhat in detail, of the progress both in efficiency of school work and in the improvement of houses and appliances in the different Parishes in the Inspectoral District, and also of their further necessities.

*St. Marys.*—At Gibson, in District No. 2, it was decided at the annual meeting to open a new department during the coming year to accommodate the increasing number of pupils in the Primary Grades. In the Town of Marysville there was opened this year a new Primary Department, which makes two new departments inside of two years. The Superior School in this Town, still in charge of Mr. W. T. Day, maintains its former high standing for efficiency of work done. At the rear of District No. 14 on the Nashwaak, there is situated Wellington Settlement, which until recently has been included in this district. All of the Ratepayers are situated upwards of two and a half miles from the School in No. 14. During the year this settlement has been set apart in a separate district and the Ratepayers will in all probability have a building erected and a school in operation by next summer. The School in No. 1 was the only one closed during the last term, on account of there being no demand for a school as the Trustees state. A large number of families have moved out of the district.

*Douglas.*—The School in District No. 1 was in charge of Mr. W. V. Goodwin, who resigned in November; the Trustees have since employed Mr. W. H. Anderson, B. A. The School House in No. 2, Currie Mountain, has been furnished with new desks and repaired inside. There is still some need of repairs upon the exterior of the building. In No. 4, Pugh's Crossing, a new building will be erected in the spring, and will be ready for use by August next. No. 14 was the only district in this Parish in which school was not maintained during the year, and the few pupils in it were in attendance at other schools in the Parish. There is a growing demand in District No. 3 for a Superior School.

*Stanley.*—District No. 4 was unfortunate enough not to be able to retain a Teacher, whom they thought they had employed. This was the only District in the eighteen that remained idle. In No. 6½, a new District cut off Williamsburg Settlement, a new School House was built and furnished, and a School placed in operation during the term just closed. In No. 11, Parker's Ridge, the house was repainted and enlarged by the addition of a class-room, and an assistant employed on account of the increased enrolment. Miss Maggie Parker has taught here for a number of years with marked success. In number 12 A, a slight difficulty arose over the site of a new building. The matter, however, was amicably settled at the annual meeting. The house in No.

13, Hayesville, was provided with new desks. In number 15, Ward Settlement, Miss Sarah Howe has conducted the school very successfully for a number of years. The house in number 2, Red Rock, should be moved to the centre of the District. The Glen Settlement, which is composed of parts of Nos. 1 and 14, will probably be put in a separate District during the coming year.

*Bright.*—The Superior School at No. 1, Keswick Ridge, has again changed hands several times during the year, which of course militates against its efficiency. Mr. McKnight left during the last term to take charge of the Charlotte Street School in Fredericton. The school has, however, been better attended than usual during the year. No effort has been made towards erecting a new building in No. 9. The School in No. 6 has been well conducted by Mr. Alva White. No Schools were closed in this Parish during the last term of the year.

*Queensbury.*—The building in No. 4 received considerable repairs, and the house in No. 5 was repaired thoroughly and furnished with new desks. At the annual School meeting in District No. 10, Springfield, Ratepayers voted money to enlarge and repair their house. Mrs. Whitehead has taught here successfully for several years. The house in No. 7, Caverhill, was enlarged and repaired. No School was closed during the year.

*Southampton.*—The eighteen Schools in this Parish were all in operation during the year. No. 7, Campbell Settlement, has a good School taught by Miss Mullan. The Ratepayers have recently repaired and painted their building. In No. 8 the house was completed and the School kept in operation during the year. At the annual meeting in No. 9, Temperance Vale, the Ratepayers voted money to repair their building as did also those in No. 13. The Trustees in No. 11, Millville, have not yet employed a classroom assistant. In No. 18, Alma, several families moved into the Settlement and a School was kept during the last term of the year. New furniture has been supplied in District No. 4. In West Waterville there is a large number of pupils enrolled, but the parents show little or no interest in sending pupils to school regularly.

*New Maryland.*—The four Districts here maintained School during term just closed and will do so during the coming year. In No. 1 A, the Trustees previous to last term had allowed the School to remain closed a year.

*Kingsclear.*—Money was voted at the annual meeting by Ratepayers in District No. 1 to thoroughly repair the house as did also those in No. 2. A number of School Houses are in an inferior condition in this Parish, notably those in Nos. 5, 9 and 11. There is no excuse for the building in No. 5 being in such a condition. Some repairs have been put on the building in No. 8. Schools in Nos. 10 and 11 were allowed to remain closed last term on account of Trustees being dilatory in employing a teacher.

*Manners Sutton.*—The Superior School at Harvey has been conducted during the past year by Mr. W. G. Chamberlain, who has been successful in his work and popular in the community. Both departments of this school have been well attended during the year. The buildings in this Parish are new and nicely finished, well furnished and well equipped with apparatus.

*Prince William.*—At McAdam Junction the building has been enlarged by the addition of another department, and the school will be opened during the coming term as a graded school of two departments in charge of Mr. C. W. Nevers, B. A., and Miss Minnie Burpee; this was rendered necessary by the increasing number of pupils in attendance. It is likely that the Trustees will make application for a Superior School grant in the near future, as there is one still allowed in the County of York upon the recommendation of the Inspector. School was carried on during both terms in the new building in Blaney Ridge. The school at Prince William Station was closed last term on account of their being no pupils to attend. The building in No. 2 will be thoroughly repaired next spring. The school in No. 1 was allowed to remain idle during last term; Trustees considered they had expended so much money on repairs as to render them unable to maintain school throughout the year.

*Dumfries.*—The seven schools in this Parish were all in operation when I visited them during the term just closed. District No. 2 needs a new building and the house in No. 1 needs some repairs. The Trustees in Allendale were able to employ a Teacher last term.

*Canterbury.*—The Superior School at Eel River, No. 4, has been successfully conducted during the past four years by Mr. P. Girdwood. At the annual meeting, the Ratepayers in No. 2 voted money to repair their building. In District No. 3, a number of families have moved away, so that there are but few pupils in the District, and the school will probably be closed during the coming term, as the few pupils in the District will be able to go across the river. It is probable that the school at Canterbury Station will be carried on hereafter as a graded school, of two departments, during both terms of the year. In No. 7, Dorrington Hill, matters are in a bad state, as there seems to be nobody in the District that takes any interest in having a school. A new building is much needed. The house in No. 10½, California, has been repaired. Ratepayers in No. 21, at the annual meeting, voted money to repair the building and provide new desks. The house in No. 24 was clapboarded and painted in summer vacation. Trustees in No. 12 were not able to obtain a Teacher. At Deer Lake Mill, No. 23, there are several families living in the summer time, when the mill is being operated. A local licensed teacher should be employed here for the children during the months the mill is going.

*North Lake.*—All the schools in this Parish were going during the term just closed. The Superior School at Forest City is taught by Miss Mary Truswell, and although the enrolment is not large the school is doing goodwork. The schools at Green Mountain and Fosterville were taught by Mr. Alvah Foster and Mr. Frank Pray, both teachers holding 1st Class Licenses. Some repairs were put on the house in No. 17. Nos. 19 and 19½ both need new School Houses.

*Woodstock.*—The Springfield Settlement has been cut off District No. 1, and a school was maintained in the New District during last term. The difficulty at Upper Woodstock was obviated at the annual meeting by Ratepayers voting to maintain Graded School as before. Mr. Charles McLean has successfully conducted the Advance Department of this school for a number of years. The house in No. 3 needs repairing.

or rather should be replaced by a new one. The school at No. 12, Speerville, is a good one. It is taught by Miss Effie Kirkpatrick.

*Richmond.*—The schools in this Parish were all in operation during the term just closed—sixteen in all. The school at Watson Settlement taught by Miss Mary Kennedy was doing good work when I visited it. Miss Kennedy takes charge of the school at McKenzie's Corner during the coming term. The house in No. 17 needs repairing and should also be furnished with new desks, as does the building in No. 11 A. The school at Debec Junction was in charge of Mr. Robert Masterton and doing good work when I visited it in November. The Ratepayers at annual meeting at Richmond Corner voted \$200 to repair this building, this will be done during next summer vacation.

*Wakefield.*—The schools in this Parish were maintained uniformly throughout the year. At Central Wakefield a new district has been formed by cutting off parts of Nos. 11 and 14; a School House will be erected immediately and a teacher employed in August next. There is a good school at Waterville under the control of Mr. E. I. Branscombe. The Superior School at Jacksonville was taught by Mr. John Farley who resigned at the close of the last term. Mr. Clinton Gray has been appointed to the position. At Victoria Corner there is a good school in charge of Miss Eva Gill.

*Wilmot.*—The schools at Lower Bloomfield and Beckim Settlement were closed when I visited them, for the reason that the Trustees could not obtain teachers, or were too late trying. The Superior School re-established at Centreville has been under the charge of Mr. S. S. Miller for the past year. Mr. Miller has a large, well conducted school. School houses at Bloomfield Corner and Lower Bloomfield were repaired, and at the annual meeting in Brockville money was voted to repair the building and provide new furniture. At Lakeville a good school was conducted by Miss Comben. The house here should be enlarged by the addition of a class-room.

*Simonds.*—The Superior School at Florenceville, taught by Mr. Hendry, continues its usual high state of efficiency. The building is beginning to have a weather-worn appearance, and the room for the Primary Department is altogether too small. The Ratepayers will remedy this defect in the near future. In No. 2 the Ratepayers voted money at the annual meeting to thoroughly repair the building and provide it with new furniture. Nothing has as yet been done in No. 6 towards either repairing the building or erecting a new one.

*Peel.*—In No. 6, Lansdowne, a good substantial building has been erected and furnished to replace the one recently destroyed by fire. The building in No. 5 was repaired, and that in No. 3, East Florenceville, newly painted. The eight schools in this Parish were all in operation during both terms of School year.

*Brighton.*—This Parish during the past year has displayed more activity in repairing buildings and placing schools in operation than at any previous time. Nineteen schools were in operation during the term just closed. A new building was erected in No. 14, Carlisle, furnished with appliances and the School put in operation. The Trustees, however, made the mistake of assessing for full cost of building the first year.

A new building was also erected at Lower Windsor and the School put in operation. Extensive repairs were put upon the building in No. 13. Mr. Plummer, who taught Superior School at Hartland for a number of years, resigned previous to the summer vacation. Mr. H. W. Peppers, B. A., was appointed in his place, and is giving satisfaction in his position. The building was enlarged to accommodate the large enrolment in the Primary Department.

*Northampton.*—The house in No. 6 was provided with new furniture. In No. 8 a new building has been erected; this is the finest School House in this District. School will be operated during the coming term. A class-room assistant should be employed at Grafton as there is too much work for the Teacher.

*Fredericton.*—The handsome new building which is being completed on York Street is a credit to the city. It will probably be occupied at the beginning of the second term of the year. Upon the withdrawal of the grant to the High School by the Senate of the University, it is probable that the High School will be moved into this building. Previous to the summer vacation, Mr. H. B. Kilburn, B. A., resigned his position as Principal of the Charlotte Street School. Mr. Kilburn had always worked faithfully and successfully in his position and his resignation was a loss to the teaching staff of the city. His place was filled first by Mr. Yorston and then by Mr. Knight. These frequent changes, of course, are not in the best interests of the school. At the close of the year Mr. Meagher, who had taught in the High School for a number of years, resigned to accept the position of Inspector of Schools. A pleasing incident in the final examination, when Mr. Meagher was given handsome presents by both pupils and teachers, showed how highly his work had been appreciated. It is to be regretted that the Trustees did not fill Mr. Meagher's position; the teaching staff of the High School is an excellent one, but I speak from experience when I say that the work cannot be done with three Teachers. At the close of the year Miss Galt resigned her position in the Model School.

*Woodstock.*—After the summer vacation a new Primary Department was opened and Miss Grace Porter appointed to the position. Miss Bessie Good, Miss Mina Fisher and Miss Porter were appointed to fill vacancies in the staff of teachers. Mr. Steeves has had as his assistant Miss Neales in his work in the Grammar School during the past year. It is to be regretted in the interest of the school that Mr. Steeves resigns his position at the end of the summer vacation to undertake a new round of duties.

#### COUNTY INSTITUTES.

Institutes were held in both York and Carleton Counties during the term just closed. I was not able to be present at Woodstock, but was informed that the Institute was well attended and successful in every way. There were about a hundred teachers present at Fredericton. The papers read were admirable, and the discussions were listened to with much interest. I do not think I ever attended a better Institute. A public meeting was held the first evening, which was very largely attended.

I have the honor to be,

Your obedient servant,

H. V. B. BRIDGES.

## APPENDIX D.

### REPORTS OF BOARD OF SCHOOL TRUSTEES.

#### I. CITY OF ST. JOHN.

##### Board of School Trustees.

###### APPOINTED BY LIEUT.-GOVERNOR IN COUNCIL.

	Retire.
HENRY J. THORNE,	
<i>Chairman</i> ,.....	1894
WILLIAM E. VROOM,.....	1895
D. RUSSEL JACK,.....	1892
JOHN CONNOR,.....	1893

###### APPOINTED BY THE COMMON COUNCIL.

	Retire.
THOS. W. PETERS,.....	1892
GEO. A. HETHERINGTON, M. D.,...	1893
DAVID H. NASE,.....	1894
MICHAEL COLL,.....	1895
WM. D. BASKIN,.....	1896

##### COMMITTEES.

###### SCHOOLS AND TEACHERS.

H. J. THORNE,
<i>Chairman</i> .
W. E. VROOM,
D. R. JACK,
J. CONNOR,
M. COLL,
W. D. BASKIN,
T. W. PETERS,
G. A. HETHERINGTON, M. D.,
D. H. NASE.

###### REAL ESTATE AND BUILDINGS.

M. COLL,
<i>Chairman</i> .
D. H. NASE,
J. CONNOR,
D. R. JACK,
W. D. BASKIN.

###### FINANCE.

T. W. PETERS,
<i>Chairman</i> .
W. E. VROOM,
G. A. HETHERINGTON, M. D.,
J. CONNOR,
D. R. JACK.

EDWARD MANNING, *Secretary*.  
JOHN MARCH, *Superintendent*.



### Report of the Board of School Trustees of the City of Saint John.

*To His Honor Sir Samuel Leonard Tilley, C. B., K. C. M. G., Lieutenant-Governor of the Province of New Brunswick;*

*The Honorable the Board of Education; and*

*J. R. Inch, Esq., LL. D., Chief Superintendent of Education:*

#### GENTLEMEN:

We have the honor to present for your consideration the Twenty-first Annual Report of the Public Schools of the City of Saint John, covering the operations of the School Year, January 1st to December 31st, 1892.

On January 1st Wm. E. Vroom was re-appointed a member of the Board by the Lieutenant-Governor in Council, and Wm. D. Baskin was also re-appointed a member of the Board by the Common Council of the City of St. John.

Regular Monthly Meetings of the Board have been maintained, besides numerous Special Meetings and Meetings of Committees, at which questions touching the best interests of the service have been discussed and agreed upon.

#### TRUSTEES' VISITATION SHEET, 1892-93.

The systematic visitation of Schools by the members of the Board has been continued, the several schools being allotted to the members as follows:—

BUILDINGS.	VISITORS.	DEPTS.
Victoria, (12); Victoria Annex, (7) } Saint Joseph, (7),..... }	Mr. H. J. Thorne, (Chairman), Mr. } D. H. Nase, ..... }	26
Centennial, (11),..... }	Mr. H. J. Thorne, (Chairman), Mr. } D. R. Jack, ..... }	11
Leinster Street, (8); Saint Malachi, } (10); Charlotte Street, (4),.... }	Mr. T. W. Peters, (Mayor), Mr. J. } Connor, ..... }	22
Indiantown, (8); Newman Street (4) } Douglas Avenue, (5); Madras, (6); }	Mr. D. H. Nase, Mr. M. Coll,..... }	23
St. Vincent, (3); Waterloo Street, (2); } Millidgeville, (1); Sandy Pt. Road, }	Mr. M. Coll, Dr. G. A. Hetherington, }	5
(1); Spar Cove, (1); ..... }	Mr. J. Connor, Mr. D. H. Nase, ... }	3
St. Peter's, Boys, (7); St. Peter's, } Girls, (7); Winter Street, (13); }	Mr. M. Coll, Dr. G. A. Hether- } ington, ..... }	27
Grammar, (4); ..... }	Dr. G. A. Hetherington, ..... }	4
Queen St., (1); Caramarthen St., (1); } Brittain Street, (1); ..... }	Mr. D. R. Jack, ..... }	3
Albert, (10); Mason Hall, (3); } Saint Patrick, (5); ..... }	Mr. W. E. Vroom, Mr. W. D. } Baskin, ..... }	18
	Total, .....	142

## A YEAR OF PROGRESS.

Whatever grounds may have existed in the past for gratification at the results of our educational efforts, the Board may safely claim for the twenty-first year of its operations. A general survey of the whole field indicates that in educational methods, scholastic attainments, and especially in regularity of attendance and punctuality, there has been a steady advance along the whole line. The percentage of enrolled pupils daily present for the 120 days of the First Term was 73.42, and for the 82 days of the Second Term it was 81.30,—the latter figures being considerably in advance of those reached in any previous term since the law came into operation.

## SUMMARY OF STATISTICS.

The following summary will supply in a few lines the leading facts relating to buildings, departments, teachers, and pupils, for both terms, for the School year :

*Buildings.*

No. of School buildings occupied by the Board,...	....	....	....	26
" " " owned " " ...	....	....	....	11
" " " rented " " ...	....	....	....	15
" " rooms owned " " ...	....	....	....	73
" " " rented " " ...	....	....	....	69

One additional room on Partridge Island, the use of which was granted to the Board by the Dominion Government, was closed during the Second Term, the number of pupils not justifying the continuance of the department.

*Schools.*

			1st Term.	2nd Term.
No. of High Schools, ....	....	....	8	9
" " " and Advanced Schools, ....	....	....	1	1
" Advanced Schools, ....	....	....	38	46
" " and Primary Schools, ....	....	....	16	4
" Primary Schools, ....	....	....	80	82

*Teachers.*

			I.	II.	III.	I.	II.	III.
No. of Male Teachers, ....	....	....	20	6	0	21	6	0
" Female " ....	....	....	56	56	5	58	55	3
" " Assistant and Reserve Teachers, ....	....	....	5	10	1	2	9	0

*Pupils.*

Total number of pupils enrolled, ....	....	6661	6681
Number of Boys, ....	....	3299	3188
" " Girls, ....	....	3362	3493
Total number of pupils enrolled during year, ....	....	7701	....
Number of pupils attending High Schools, ....	....	288	380
" " " Advanced Schools, ....	....	2213	2179
" " " Primary " ....	....	4160	4122

## RESIGNATION OF TEACHERS.

The following Teachers severed their connection with the City Staff during the year 1892:

School.	Teacher.	Class of License.	Standard Taught.
St. Peter's, Girls,.....	S. O'Mahony,.....	III.	III. and IV.
St. Patrick's,.....	Maggie McKenna,.....	II.	IV. and V.
".....	Mary J. Rodgers,.....	III.	II. and III.
Grammar,.....	David P. Chisholm,.....	I.	IX.
".....	Edward Manning,.....	I.	IX.
Indiantown,.....	Margery Sanburn,.....	II.	III.
St. Joseph's,.....	Mary Cormier,.....	II.	IV.

Mr. Chisholm had been in the service of the Board from 1872, and Miss M. J. Rodgers, (Sister Benedict), from 1877. Miss S. O'Mahony, (Sister Calista), and Miss M. Sanburn were teachers of many years' standing in the Schools of Portland. Mr. Manning, with a short interval of absence, was connected with the Grammar School from 1872 to the autumn of the present year, when he assumed the duties of Secretary of the Board of School Trustees.

## TRANSFER OF TEACHERS.

The following changes were made during the year :

TEACHERS.	School to which Transferred.		School from which Transferred.	
	School.	Standard.	School.	Standard.
Kerr, Kate E. ....	Madras,.....	IV.	Newman Street, ..	IV. and V.
Myles, Wesley J. S. .	Grammar,.....	IX.	Douglas Avenue, ..	VII. & VIII.
Burchill, Sarah,....	St. Vincent's,....	VII.	St. Peter's, Girls, ..	VIII. & VII.
McDonald, M.,.....	St. Peter's, Girls, ..	VIII & VII	St. Vincent's,....	VII.
Simpson, Wm. C.,... .	Douglas Avenue, ..	VIII & VII	Leinster,.....	VII.
Farrel, Mary A.,....	St. Patrick's,....	VI.-IV.	St. Joseph's,....	V.
Fullerton, Lydia J.,..	Albert,.....	IV.	Albert,.....	V. and IV.
Thompson, Enoch,....	".....	V. and IV.	".....	IV.
Williams, Lydia E.,..	Reserve Staff,....	.....	Victoria Annex, ..	IV.
Johnston, Mary,....	Victoria Annex, ..	IV.	Victoria,.....	V.
Harrington, A. B.,..	St. Peter's, Boys, ..	III.	St. Peter's, Boys, ..	I.

## APPOINTMENT OF TEACHERS.

Misses V. McKenna, Emma Colwell, and H. M. Clark, who at the close of last year were filling the places of teachers absent on leave, were permanently appointed to the Schools they then taught, and, in addition, the following have been added to the staff:

TEACHERS.	Class of License.	Schools.	Standards.
Philip Cox,.....	G. S.	Grammar,.....	IX.
Isabella Estabrook,.....	I.	Leinster,.....	V.
L. O'Reilly,.....	II.	St. Joseph's,.....	IV. and III.
K. Haggarty,.....	II.	".....	IV.
Mary E. Knowlton,.....	I.	Victoria,.....	IX.
G. Fitzgerald,.....	II.	St. Patrick's,.....	III. and II.

## PARTICULARS OF SCHOOL ATTENDANCE.

Name of School.	Name of Teacher.	Cl. of License	Standards.		1st. Term.			2nd Term.		
			1st Term.	2nd Term.	No. Enr.	Avg. daily Att.	Per cent. Att.	No. Enr.	Avg. daily Att.	Per cent. Att.
SANDY POINT ROAD,	Murray, Zebie F.,...	I	6-1	7-1	30	21	69	30	25	83
MILLIDGEVILLE,...	Payson, Stella T.,...	I	8-1	8-1	59	35	59	54	37	69
SPAR COVE,.....	Henderson, Henrietta	III	4-1	4-1	13	7	51	9	6	68
INDIANTOWN,.....	Dill, Geo. W.,.....	I	8	8, 7	41	31	75	30	27	90
	Wilson, Maude A.,...	II	7	7, 6	35	28	81	40	34	86
	Murphy, Grace,.....	I	6	6, 5	39	29	73	37	31	85
	Colwell, E.,.....	II	5	5	52	38	72	37	32	85
	Livingstone, Jessie S.,	II	4	4	45	37	83	49	42	85
	Sanburn, Margery,...	II	3	3	47	36	77	52	44	86
	Myles, Bessie,.....	II	2	2	50	41	82	44	37	85
	Green, Hattie M.,...	II	1	1	60	49	82	65	55	84
NEWMAN STREET,...	Kerr, Kate E.,.....	I	5, 4	..	47	34	72	..	..	..
	Brown, M. D.,.....	I	..	5	..	..	..	46	38	80
	Livingstone, Pauline,	II	3	4, 3	38	28	73	43	34	80
	Williams, Clara E.,...	I	2	3, 2	30	26	86	41	34	84
	Gray, Maggie R.,...	II	1	1	40	29	72	33	29	86
DOUGLAS AVE.,....	Myles, Wesley J. S.,...	Gr. S.	8, 7	..	45	35	77	..	..	..
	Simpson, W. C.,.....	I	..	8, 7	..	..	..	44	37	85
	Van Wart, Phoebe K.,	I	6, 5	6, 5	59	43	73	53	42	79
	Dale, Helen,.....	II	5, 4	5, 4	56	40	72	50	42	84
	Brown, Louise C.,...	II	3, 2	3, 2	61	42	70	49	36	73
	Purdy, Jessie M.,...	II	2, 1	2, 1	48	29	61	48	38	81

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Bk.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
MADRAS, .....	Brown, Malcolm D.,..	I	4	..	48	36	75	..	..	..
	Kerr, K. A.,.....	I	..	4	..	..	..	46	39	85
	Frost, Edwin H.,....	II	3	4, 3	47	46	77	49	39	79
	Roberts, Lily M.,....	II	2	3	54	44	81	44	37	81
	McJunkin, Kate,....	II	2	2	53	40	75	54	42	76
	Gray, Sarah,.....	II	1	2, 1	40	32	79	53	45	84
	Hanson, Jennie H.,...	II	1	1	50	32	65	67	53	78
ST. PETER'S,..... (Boys).	Harrington, Joseph,.	I	8, 7	8, 7	29	22	76	21	15	72
	McCluskey, M.,.....	I	6, 5	6	54	37	69	32	23	71
	Doherty, Mary,....	II	5, 4	5	55	42	75	36	28	78
	McMillan, M.,.....	II	3	4	57	41	72	42	33	78
	Smyth, Sarah,.....	II	2	2	51	34	67	49	37	76
	Quinn, Martina,....	II	1	1	40	28	71	49	44	81
	Harrington, A.,.....	II	1	3	44	21	48	71	53	75
ST. PETER'S,..... (GIRLS.)	Burchill, Sarah,....	I	8, 7	..	29	17	58	..	..	..
	McDonald, M.,.....	I	..	8, 7	..	..	..	35	28	79
	Berry, M. E.,.....	II	6	6	33	24	71	33	25	75
	O'Grady, E.,.....	III	5	5	32	24	74	38	30	79
	O'Mahoney, S.,....	III	4, 3	..	49	35	70	..	..	..
	McLaughlin, E. G.,..	I	..	4	..	..	..	47	37	78
	O'Neil, K.,.....	II	2	3	54	37	68	56	42	75
	Cassidy, A.,.....	II	2	2	60	40	66	54	40	73
	O'Reilly, Kate,.....	II	1	1	72	35	49	80	61	76
WINTER ST.,.....	Parlee, Wm. H.,....	I	8	8, 7	45	38	84	41	35	84
	Livingstone, A. E.,..	I	7	7	50	36	71	50	40	80
	Iddles, Amy,.....	I	6	6	51	40	80	57	48	85
	McLeod, Bertie A.,..	I	6, 5	5	52	38	74	50	43	86
	Cairns, Ella,.....	II	5	5	50	38	76	47	39	83
	Taylor, Sarah,.....	I	4	4, 3	46	35	77	47	37	78
	Corbett, Lizzie G.,..	I	4	4	48	38	78	50	43	86
	Caird, Jessie,.....	II	3	3	51	40	81	45	41	90
	Strang, Maggie,....	II	3	..	43	31	71	..	..	..
	Page, A. L.,.....	II	..	3	..	..	..	36	29	81
	McDonald, Ada,....	II	2	2	56	40	71	39	34	87
	Armstrong, Sarah...	II	2	2	51	45	88	39	33	86
	Young, Jean T.,....	II	1	1	55	40	80	52	41	80
	Barlow, Etta,.....	I	1	1	67	46	69	61	48	78
CONVENT,..... (Waterloo St.)	McKenna, Veronica,.	II	2	2	54	41	75	49	44	89
	LeBlanc, Mary,.....	II	1	1	45	28	62	60	50	75
ST. VINCENT'S,.....	McKenna, Ellen....	I	9, 8	10-8	34	23	67	40	34	84
	McDonald, M.,.....	I	7	..	35	27	77	..	..	..
	Burchill, S.,.....	I	..	7, 6	..	..	..	33	24	72

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
ST. VINCENT'S.....	Cosgrove, Bridget...	·II	7-1	7-1	48	46	97	54	49	91
CENTENNIAL,.....	Town, Henry.....	I	5	5	53	42	78	48	38	79
	Hea, Annie M.....	I	5	5	52	35	68	57	46	81
	Yerxa, Iva.....	I	4	4	56	41	71	51	40	79
	Herrington, Lillie...	I	4	4	56	45	80	61	69	81
	Read, Lizzie S.....	I	3	3	71	55	78	47	40	83
	Rowan, Jennie M...	II	2	3, 2	47	36	77	38	32	85
	Estey, Elzth. ....	I	3	3	50	37	73	57	43	75
	D'Orsay, Clara A...	II	2	2	64	43	67	64	50	76
	Thomas, Lizzie J....	I	2, 1	2	60	49	82	55	46	84
	Thompson, Belle....	I	1	1	55	36	65	87	66	76
	McKay, Lillie.....	I	1	1	66	39	60	78	60	77
GRAMMAR,.....	McLean, William M..	Gr. S.	11	11	21	18	82	28	23	81
	Devitt, Geo.....	I	10	10	33	26	79	44	35	81
	Manning, Edward...	I	9	..	32	27	77	..	..	..
	Cox, P.....	I	..	9	..	..	..	46	40	87
	Chisholm, David P..	I	9	..	32	21	64	..	..	..
	Myles, Wm. S.....	I	..	9	..	..	..	43	36	83
LINSTER STREET,..	Thompson, John....	I	8	..	43	34	81	36	31	86
	Turnbull, Eliza.....	I	7	..	49	35	71	52	43	83
	D'Orsay, Louise M..	I	6	..	41	33	80	59	48	82
	Estabrook, I.....	I	6, 5	5	49	38	61	50	43	86
	Turner, Kate.....	I	4	..	53	40	77	41	36	89
	Salter, Laura.....	I	3	..	49	39	79	46	39	86
	Henderson, Fanny...	I	2	..	50	39	78	54	48	89
	Gunn, Mary.....	II	1	..	63	50	79	40	34	84
ST. MALACHI, .....	Barry, James. ....	I	8, 7	..	35	28	81	39	34	86
	Mahoney, Wm. J.....	II	7, 6	..	46	35	75	56	45	80
	Sugrue, Jas. R.....	II	6, 5	5	41	29	71	46	37	81
	Sweeney, Michael D..	II	5	5, 4	44	35	80	54	40	74
	Enslow, Eveline....	II	4	4, 3	53	40	76	51	44	87
	Gallivan, Mary E....	II	3	..	61	48	78	48	37	78
	Flaherty, A. G.....	II	2	..	44	34	78	51	44	86
	Cotter, Kate A.....	III	2	..	47	35	74	50	46	93
	Lawlor, Kate E.....	II	1	..	56	39	69	47	34	72
	Hayes, Mary E.....	I	1	..	52	34	65	51	40	78
CHARLOTTE STREET,	Stothart, Thos.....	I	8-6	..	48	36	75	34	27	78
	Dieuaide, Fannie L..	I	5, 4	..	39	29	74	39	32	82
	McNaughton, Maggie.	I	3, 2	..	36	29	78	39	32	81
	Thompson, Bessie...	I	1	..	33	26	79	60	51	85
ST. JOSEPH'S,.....	O'Brien, Teresa.....	I	6	..	41	33	80	36	31	87

LIST OF TEACHERS, PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
ST. JOSEPH'S, .....	Carey, Nellie.....	II	5	..	46	34	73	60	27	81
	Cormier, Mary.....	II	4	..	40	29	72	..	..	..
	Haggerty, Kate.....	II	..	..	..	..	..	50	41	82
	Farrell, M. A.....	II	4	..	65	45	70	..	..	..
	O'Reilly, L.....	II	..	4	..	..	..	56	48	85
	Marry, Ellen.....	II	3	..	53	43	81	57	51	90
	Corkery, Maggie.....	II	2	..	50	39	79	48	43	87
VICTORIA, .....	Richard, Elizabeth...	II	1	..	49	31	63	50	38	77
	Hay, Geo. U.....	I	11	..	27	23	84	32	29	90
	Narraway, Maud....	I	10	..	42	32	76	46	42	91
	Bartlett, Kate.....	I	9	..	38	30	79	42	34	80
	Mowatt, Mary Jane..	I	9	..	45	33	74	42	36	86
	Knowlton, M. E....	I	9	..	..	..	..	40	34	85
	Crawford, Hannah...	I	8	..	38	28	73	49	40	81
	Yandall, Lizzie....	I	8	8, 7	41	33	81	59	48	82
	Stothart, Maggie....	I	7	..	47	34	73	55	46	84
	McBeath, Edith.....	I	7	..	41	32	78	51	43	84
	Sharpe, Maggie.....	II	6	..	56	45	80	49	42	86
	Clarke, Hattie.....	I	6	6, 5	60	47	79	44	33	75
	Johnstone, Mary....	I	5	4	45	33	75	55	44	80
	Barlow, Charlotte...	I	5	..	47	32	69	55	48	86
V. ANNEX, .....	Williams, Lydia....	I	4	..	61	48	78	..	..	..
	Estey, June.....	I	3	4, 3	39	34	78	54	46	85
	Adam, Helen.....	I	3	..	45	33	73	52	43	84
	Gregg, Harriett....	I	2	..	45	36	80	33	27	81
	Howard, Harriett...	II	2	..	46	38	83	36	31	86
	Shaw, M. H.....	I	1	..	36	26	71	46	37	80
	Orr, Grace.....	I	1	..	62	32	51	40	30	75
QUEEN STREET, ....	Richardson, Israel...	II	4-1	..	32	21	65	36	27	76
CARMARTHEN ST.,...	Nesbitt, Andrew....	I	4-1	..	45	30	67	46	34	75
BRITTAİN STREET, ..	Cairns, Julia.....	I	5-1	..	32	28	88	32	30	94
ALBERT, .....	Montgomery, John..	I	8	..	37	28	75	38	30	80
	McKinnon, John....	II	7	..	41	31	76	46	38	82
	Fullerton, Clara....	I	6	..	43	35	82	47	35	74
	Seely, Gertrude....	II	5	..	50	36	71	41	34	82
	Fullerton, Lydia....	I	5, 4	4	48	37	77	50	37	74
	Thompson, Enoch...	I	4	5	48	36	76	49	35	72
	Thompson, Henrietta.	I	3	..	62	45	73	58	49	84
	Young, Clara.....	II	2	..	62	40	65	57	39	69
	Brittain, Bertha....	I	2, 1	2	53	42	80	46	38	83
	Allan, Annie.....	II	1	..	69	46	66	64	51	80

LIST OF TEACHERS; PERCENTAGE OF ATTENDANCE, ETC.—*Continued.*

Name of School.	Name of Teacher.	Cl. of License.	Standards.		1st Term.			2nd Term.		
			1st Term	2nd Term	No. Enr.	Av. daily Att.	Per cent. Att.	No. Enr.	Av. daily Att.	Per cent. Att.
MASON HALL, . . . .	Armstrong, Geo. . . . .	I	6-4	..	32	27	84	36	32	89
	Wilson, Bessie. . . . .	I	3, 2	..	43	32	75	47	38	81
	Nannary, Mary A. . . .	II	1	..	41	29	72	40	35	85
ST. PATRICK'S, . . . .	O'Reilly, Thomas. . . .	I	6, 5	...	32	22	70	31	25	82
	McCarron, Alicia. . . .	II	4-2	..	39	26	69	47	38	82
	McKenna, Maggie. . . .	II	6-4	..	46	28	63	..	..	...
	Farrell, M. A. . . . .	I	..	..	..	..	..	47	36	76
	Rogers, Mary. . . . .	III	3, 2	..	34	23	67	..	..	..
	Fitzgerald, G. . . . .	II	..	..	...	..	...	38	31	81
	Hogan, C. M. . . . .	II	2, 1	..	59	31	52	36	24	65
PARTRIDGE ISLAND, .	Page, Annie. . . . .	II	9-6	..	5	5	93	..	..	..



## PROMOTION OF PUPILS.

The grading examinations were held in June. The number of pupils belonging to the schools at the close of the first term was 5,796; of whom 4,173, or over 70 per cent., were promoted. The following table shows the schools, number of departments, pupils enrolled, pupils belonging, average daily attendance, and number of pupils advanced:

SCHOOL.	No. of Depart- ments.	No. of Pupils Enrolled.	No. of Pupils Belong'g.	Average Daily Attend'e.	Pupils Promoted	Percent'e of Pupils Promoted
Sandy Point Road, .....	1	30	24	20	21	87.5
Millidgeville, .....	1	59	41	33	31	75.6
Spar Cove, .....	1	13	9	8	4	44.4
Indiantown, .....	8	369	315	290	195	61.9
Newman Street, .....	4	160	136	126	104	76.5
Douglas Avenue, .....	5	273	225	196	161	71.6
Madras, .....	6	303	264	237	232	87.9
St. Peter's, Boys, .....	7	330	277	230	195	70.4
St. Peter's, Girls, .....	7	330	289	239	194	67.1
Winter Street, .....	13	668	570	510	439	77.0
Waterloo Street, .....	2	190	97	84	33	34.0
St. Vincent's, .....	3	117	106	97	83	85.5
Centennial, .....	11	652	539	483	391	72.5
Leinster Street, .....	8	500	336	291	305	90.8
St. Malachi's, .....	10	480	428	379	260	60.8
Grammar, .....	4	120	86	80	71	82.5
Charlotte Street, .....	4	223	136	116	113	83.1
St. Joseph's, .....	7	345	322	276	190	60.0
Victoria, .....	19	862	764	711	567	72.9
Queen Street, .....	1	32	27	22	16	60.0
Carmarthen Street, .....	1	45	41	34	19	46.3
Brittain Street, .....	1	32	31	29	17	55.0
Albert, .....	10	512	439	408	334	76.0
Mason Hall, .....	3	116	110	103	58	52.7
St. Patrick's, .....	5	210	179	151	136	76.2
Partridge Island, .....	1	5	5	4	4	80.0

The number of Pupils Advanced a standard was as follows:

SCHOOL.	TO STANDARD.											Grand Total.
	12	11	10	9	8	7	6	5	4	3	2	
Sandy Point School, ....						4	7	....	7	2	1	21
Millidgeville, .....					3	3	1	1	4	10	9	31
Spar Cove, .....									1	2	1	4
Indiantown, .....				20	17	....	20	35	30	41	32	195
Peel Street, .....							15	20	25	23	21	104
Douglas Avenue, ...				8	23	18	30	16	16	21	29	161
Madras, .....								37	64	61	70	232
St. Peter's, (B).....				9	11	8	29	27	36	32	43	195
" (G).....				5	10	19	20	18	54	38	30	194
Winter Street,.....				35	25	41	70	64	62	79	63	439
Convent, .....										15	18	33
St. Vincent, .....		3	10	12	22	4	15	....	6	1	10	83
Centennial, .....							61	85	73	81	91	391
Leinster Street, ...				35	34	48	24	39	37	40	48	305
St. Malachi, .....				12	14	18	25	42	40	48	61	260
Charlotte Street, ...				6	9	22	13	15	14	13	21	113
Grammar, .....	11	24	36									71
St. Joseph, .....						28	21	45	38	29	29	190
Victoria, .....	18	27	39	50	60	71	53	47	73	76	53	567
Queen Street, .....								4	7	2	3	16
Carmarthen Street, ..								6	3	5	5	19
Brittain Street, .....							3	1	6	5	2	17
Albert, .....				26	25	39	43	62	40	41	58	334
Mason Hall, .....							7	5	12	16	18	58
St. Patrick, .....						14	15	25	22	37	23	136
Partridge Island, ...			2			2	....	....	....	....	....	4
Total, .....	29	54	87	218	253	339	472	594	670	718	739	4173

It will be seen that the number of pupils passing from Standard VIII. to Standard IX. was very much larger than usual, so much so, indeed, as to necessitate the opening of a new department in both the Grammar and High Schools.

By the re-arrangement of the pupils throughout the Victoria School building, it was found possible to provide for all without increasing the number of departments, and the closing of the Partridge Island School offset the new room opened in the Grammar School. Thus the total number of departments throughout the city remained the same as before.

### PUPILS AND STANDARDS OF INSTRUCTION.

The number of pupils in the several Standards of Instruction, for the two terms of the year, was as follows :

Standards.	First Term.	Second Term.
I.....	1,379	1,255
II.....	1,126	1,058
III.....	1,024	963
IV.....	860	864
V.....	851	846
VI.....	580	591
VII.....	443	452
VIII.....	344	291
IX.....	161	227
X.....	81	93
XI.....	46	60
XII.....	....	....
	6,887	6,700

### Branches of Instruction and Pupils Taught.

The number of pupils in the several branches of Instruction were as follows :

	First Term.	Second Term.
Physical Exercises.....	6,638	6,700
Morals and Manners.....	6,649	6,700
Sewing.....	2,528	1,633
Knitting.....	573	707
Reading, Spelling, and Recitation.....	6,599	6,784
Composition.....	6,599	6,784
Grammar and Analysis.....	2,218	2,644
History.....	3,078	3,490
Form and Drawing.....	6,599	6,784
Printing and Print Script.....	5,232	4,986
Writing.....	4,102	4,471
Singing.....	6,552	6,235
Number and Arithmetic.....	6,599	6,784
Geometry.....	785	737
Algebra.....	787	703
Geography.....	6,599	6,700
Temperance Teachings of Science.....	6,593	6,319
Minerals, Plant Life and Animal Life.....	6,594	6,320
Colour.....	4,381	4,140
Physics.....	1,367	1,244
Physiology.....	339	270
Latin.....	522	659
French.....	1	....
Grammar School Course.....	288	380

## REDUCTION OF ENROLMENT.

The following statement will give some idea of the causes of the reduction of the number of pupils from that enrolled to the number of pupils actually belonging to the schools at the close of the respective terms:—

	1st Term.	2nd Term.
Total Enrolment, ....	6,887	6,701
Reduced by Transfers from one School to Another, ....	226	20
Actual Number of Pupils in School, ....	6,661	6,681
Further reduced during Terms:		
	1st Term.	2nd Term.
By Death, ....	6	10
Left on account of ill health, ....	116	224
Left to go to work, ....	352	145
Left the City, ....	201	97
Confirmed truants, ....	10	7
Temporarily suspended, ....	4	1
Left from all other causes, ....	176	177
Total, ....	865	661
Total pupils Belonging at Close of Terms, ....	5,796	6,002

## ARBOR DAY.

Friday, May 13th, was observed as Arbor Day, and the exercises in almost all the Schools of the City were both interesting and profitable. Lessons, talks, and reading compositions on plant life, voting on favorite trees and flowers, singing and recitations, floral decorations, and window gardening, formed the indoor work; whilst cleaning of the school yards, making garden beds, and the planting of trees, shrubs, etc., made up the outdoor proceedings of a very pleasant day. There is not much opportunity for tree planting about our City School buildings; but the fact that the children set out eighty trees and shrubs, and over three hundred flowering plants, besides the seed sowing in beds out doors, and the box and pot window gardening inside, indicates that with wider opportunities very much could be done by the children of the Schools towards beautifying their immediate surroundings.

## EXAMINATIONS FOR M'GILL AND NEW BRUNSWICK UNIVERSITIES.

During the week, June 1st to 8th, the Examination of Candidates from the Girls' High School for the degree of Associate in Arts, and Matriculation into McGill University, was conducted by the deputy examiner, Mr. J. March. Eighty young ladies

worked the full papers, and one those prescribed for the preliminary course. The awards were as follows :

	Marks.
Elizabeth S. Colwell,.....	723
Mabel L. Hanington,.....	728
Maud E. Hannah,.....	608
Margaret L. Holden,.....	Passed Preliminary.
Catherine M. Hare,.....	535
Janet W. McRobbie,.....	690
Annie L. Smith,.....	689
Elizabeth I. Stevenson,.....	669
Henrietta M. Ward,.....	788

The official returns indicate that these pupils maintained the excellent record heretofore made by the St. John High School. The full number of competitors from 44 High Schools and Academies, situated in various parts of the Dominion, was 477, of which number 247 entered for the diploma. Only 145, or not quite 59 per cent. passed through the ordeal successfully. All the candidates from the St. John High School passed with credit. The following table will serve for comparison :

School.	Candidates.	Passed.	Failed.
Boys' High School, Montreal,.....	22	17	5
Girls' " " ".....	23	21	2
High School, Quebec,.....	15	9	6
Inverness Academy,.....	16	8	8
Sherbrooke ".....	12	8	4
Huntingdon ".....	12	9	3
Collegiate Institute, Montreal,.....	11	6	5
Knowlton Academy,.....	10	9	1
Cookshire Model School,.....	9	4	5
LaChute Academy,.....	8	5	3
Compton Ladies' College,.....	7	6	1
High School, St. John's, Quebec,.....	7	2	5
Stanstead Wesleyan College,.....	6	3	3
29 other Schools and Academies,.....	78	29	49
High School, St. John,.....	8	8	0

The first division, (those candidates who made over two-thirds of the full marks), contained the names of 7 of our girls in Latin, 4 in Geometry, 3 in Algebra, 2 in English Language, 8 in English Literature, 4 in Advanced Geography, 2 in Botany, and 3 in Chemistry.

In Latin (160 competitors)—H. M. Ward stood 3rd ; E. S. Colwell, 13th.

In Geometry (198 competitors)—J. W. McRobbie stood 9th ; M. L. Hanington, 13th.

In English Language (51 competitors)—H. M. Ward stood 11th.

In English Literature (175 competitors)—M. L. Hanington stood 11th ; E. S. Colwell, 14th.

In Advanced Geography (160 competitors)—M. L. Hanington stood 7th ; M. E. Hannah and E. I. Stevenson stood (tie) 10th.

In Botany (122 competitors)—H. M. Ward stood 2nd ; M. L. Hanington, 8th ; E. S. Colwell, 12th.

In Chemistry (45 competitors)—H. M. Ward stood 2nd ; A. L. Smith, 10th.

In Drawing (58 competitors)—H. M. Ward stood 9th ; C. M. Hare, 11th.

The examiners made special reference to the exceptional neatness of the work of the candidates from this School.

From June 9th to 12th the examination of candidates of the High and Grammar Schools for matriculation into the University of New Brunswick was conducted by Professor Duff. The number of candidates was 29, of whom 11 were boys and 18 girls, and 8 boys and 15 girls passed with the following marks :

Marion L. Lingley, .....	685
Henrietta M. Ward, .....	575
Elizabeth S. Colwell, .....	668
Alex. F. Robb, .....	638
Mabel L. Hanington, .....	625
Oscar Ring, .....	619
Mabel G. Barbour, .....	610
Elizabeth I. Stevenson, .....	605
Herbert Lee Jordan, .....	583
Janet W. McRobbie, .....	580
Maud Hannah, .....	553
Annie L. Smith, .....	540
Catherine M. Hare, .....	525
Ernest Langstroth, .....	512
Florence I. Thorne, .....	508
Donald E. King, .....	505
Isabella D. Malcolm, .....	493
A. Ernest Everett, .....	488
Jessie H. Slipp, .....	460
Edna G. Powers, .....	435
Isaac Burpee, .....	388
Francis Hartley, .....	376

The closing exhibition of these schools took place at the Opera House on Friday afternoon, June 24th, before an audience which packed every seat and aisle, whilst hundreds of persons failed to gain admission. After a pleasant programme of readings, songs and physical exercises had been carried out, the following prizes were awarded :—

Corporation Gold Medal—Miss H. M. Ward.

Parker Silver Medal—Mr. Oscar Ring.

Governor-General's Silver Medal—Miss M. L. Hanington.

Governor-General's Bronze Medal—Miss M. Hannah.

---

Dr. Walker's Reading Prize (\$5 each)—Misses R. Ungar and Eliza McLeod.

Mrs. G. U. Hay's Botany Prize (\$10)—Miss Edna Powers.

Mr. G. U. Hay's, 18th May Plant Collection Prize—Miss M. E. Hoyt.

Highest standing, Standard X. (Books)—Misses H. Smith and G. Allison.

High standing (Books)—Misses E. Godard, B. Cushing, L. Dunfield and L. Parka.

---

#### DEATH OF SUPERINTENDENT HAYES.

On the 22d day of May the Board of School Trustees assembled in special session and passed a minute wherein was expressed the deep regret experienced on learning of the death of Mr. Frank H. Hayes, Superintendent of City Schools, which took place on Friday, May 20th, after a prolonged and severe illness, which he bore with great fortitude. The minute continues :

"In view of his faithful services in the cause of education, and the deep interest he took in the School work of the City, the Trustees cannot but regard the death of Mr. Hayes as a public loss most deeply to be deplored."

They directed an engrossed copy of their action to be sent to the widow of the deceased, and with the officers and male teachers attended the funeral in a body.

---

#### GATHERINGS OF TEACHERS.

The Educational Association of the Dominion of Canada held its first anniversary at Montreal, July 5th to 8th. The meetings were held chiefly in the hall of the new High School, on Peel Street, and were presided over by the Hon. G. W. Ross, Minister of Education for Ontario. The mornings from 9 to 12 were devoted to the consideration of subjects of general interest to all Teachers ; the afternoons from 3 to 6 were given up to departmental work, the Association dividing into the following sections : Kindergarten, Public School, Normal Training and Inspection, and Higher Education ; and at the evening meetings (8 to 10) various phases of the educational problem, as more nearly concerning the people at large, were presented by such men as Minister Ross, Inspector Hughes, Principal Grant, and Sir Wm. Dawson. The delegation from St. John consisted of the Secretary and six Teachers.

The Summer School of Science for the Atlantic Provinces held its annual session in the Hall of the Centennial School from August 2nd to 12th. Lectures were delivered in Botany, Physics, Elocution, Psychology, Chemistry, Geology, Physiology, Zoology and English Literature, with laboratory practice and field work. It opened with a public welcome meeting, presided over by T. W. Peters, Esq., Mayor of St. John, and closed with a concert by local talent. The attendance was larger from distant places than from the city and its vicinity, most of our own teachers being away on their holidays.

The St. John County Teacher's Institute met at St. Martins, October 7th and 8th. The attendance was large, but the interest by no means up to that shown in former years.

#### CHANGE IN OFFICERS.

The death of Mr. Hayes, Superintendent of City Schools since the Union of St. John and Portland, threw upon the Secretary such an increase of responsibilities and

labor that a readjustment became inoperative. Early in the second term it was decided to call Mr. Edward Manning from the work of teaching in the Grammar School to the Secretaryship, and thus enable Mr. March to give his whole time to the general oversight of the schools. On Oct. 27th Mr. March completed twenty-one years of service as Secretary of the Board, and on November 1st Mr. Manning took over the duties of this office, Mr. March accepting the position and duties of Superintendent.

#### GENERAL.

Considerable repairs have been made to the school buildings during the year, and the furniture has been renovated, and, in some cases, replaced by new.

The maps and other apparatus will need much attention during the coming year, and materials must be obtained which heretofore have not been provided.

The most pressing need is felt for suitable quarters in which to carry on the work of the Grammar School. The selection of a central site and the erection of a building worthy of the city must occupy the attention of the Board at no distant day.

The subject of Physical Drill has had a good deal of consideration during the year and under the fostering care of Dr. Hetherington, one of the members of the Board, much has been accomplished in the formation of companies in the schools of the 6th to the 11th standards of boys, who had for a season the instructions of Drill Sergeant McClaverty. Immediately before the midsummer holidays a Battalion inspection of seven companies, numbering about 300 boys, was held in the Drill Shed on the Barrack Square, before Lt.-Col. Maunsell, D. A. G., and other Staff-officers, the boys being put through their several evolutions by Lt.-Col. Blaine, 62nd Fusileers. It is intended to carry on this work and extend it as far as possible to the girls' schools during 1893.

HENRY J. THORNE,  
*Chairman.*

J. MARCH, *Superintendent.*

E. MANNING, *Secretary.*

ST. JOHN, N. B., Jan. 13th, 1893.



## Financial Statement.

1892.

Dec. 31.

Received from :

Assessments,....	....	....	\$82,429 37	
County School Fund,....	....	....	11,969 88	
Rents and Interest, ....	....	....	740 60	
			<u>          </u>	\$95,139 85

Expenditures for :

Land and Buildings,...	....	\$1,526 79		
Furnishing,..	....	907 30		
Repairs, ....	....	775 60		
		<u>          </u>	\$3 209 69	
Teachers' Salaries,....	....	\$51,659 47		
Interest, ....	....	17,565 47		
Rents and Insurance,	....	6,493 81		
Office, ....	....	1,941 29		
Fuel, Water and Light,	....	4,986 37		
Maintenance, ....	....	3,305 90		
Books for Indigents,..	....	19 50		
		<u>          </u>	90,225 39	
			<u>          </u>	
			\$93,435 08	\$95,139 85
Overdrawn Account, Jan. 1, 1893,			26,883 62	
“ “ Dec. 31, 1893,				25,178 85
			<u>          </u>	<u>          </u>
			\$120,318 70	\$120,318 70

J. MARCH, *Secretary.*

St. John, N. B., Dec. 31, 1893.

---

## II.—CITY OF FREDERICTON.

---

### Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

A. A. STERLING, Esquire.

WESLEY VANWART, Esquire,

A. E. COULTHARD, Esquire, M. D.

JAS. T. SHARKE, Esquire.

JOHN J. WEDDALL, Esquire.

JULIUS L. INCHES, Esquire.

CHAS. A. SAMPSON, Secretary.

---

JAS. R. INCH, LL. D.,

*Chief Superintendent of Education.*

SIR: The Board of School Trustees beg herewith to submit their report on the Schools under their supervision for the year ended 31st December, 1892.

The absence in Europe of the Chairman deprived the Board of his counsel during the past summer. His return is anticipated in the spring of 1893. The duties of his office have been performed by Mr. Sterling, who will continue to fill the office of Chairman until Mr. Randolph's return. The term of office of Z. R. Everett, Esquire, having expired the Government appointed Julius L. Inches, Esquire, as his successor. The term of office of A. A. Sterling, Esquire, expired on the 31st December, and at a subsequent meeting of the City Council he was re-appointed.

The work of the year just closed has not been without its encouraging features, many of the departments, in fact most of them, evidencing traces of indefatigable and painstaking labor on the part of the Teachers which have resulted in most gratifying results. The success or failure of any School is chiefly dependent upon the devotion or lack of devotion of the daily routine work. While it is true that the absence of progress on the part of the pupil can in most instances be traced to irregularity in attendance, we believe it is greatly within the province of the Teacher to greatly remove this obstruction by an occasional personal interview or communication with the parent. This is clearly demonstrated by the improved attendance of pupils in the departments presided over by Teachers who thus secure the sympathy and support of parents. Taken altogether substantial progress has been made in the Schools during the year.

As in other years several changes were made in the staff of Teachers, and while such interruptions operate disadvantageously to the School, for a brief period at least, they seem to be unavoidable. At the close of the first term Mr. H. B. Kilburn, for seven years principal of the Charlotte Street School, resigned his position and has left the profession in which he had achieved much success. Mr. F. P. Yorston, a graduate of the University of New Brunswick, was appointed as his successor, but after a couple of months satisfactory work his services were sought after in another part of the Province, and the Board relieved him from his engagement. Mr. Edwin T. McKnight was

appointed in succession to Mr. Yorston, as Principal of this important School, and is doing satisfactory work.

Miss McLaughlin, for several years in charge of Brunswick Street School, resigned her position at close of first term, and Miss O'Mahoney, a former Teacher of this School, was appointed as her successor.

Excellent work continues to be accomplished in the Model School, where Principal Rogers and his associate Teachers present the various phases of every-day school life in their respective departments in attractive form and in harmony with the name of the School. Here the Teachers are required to relinquish direct control over the pupils for a considerable portion of the year, while the student-teachers of the Normal School are undergoing the test of their ability along the line of their chosen profession.

The departments of York Street School are still located in the old Seminary building. There are no attractive features about the premises and the facilities for good work are very much restricted as compared with the conveniences in most of the other Schools. Yet with all the disadvantages attaching to the surroundings, Principal Inch and his associate Teachers presented pupils for promotion quite up to the average attainments. In the early summer we expect to take possession of the handsome and commodious new building in course of erection during the past two years by Contractor Limerick. When completed it will compare favorably with the other public buildings in the capital city of New Brunswick. The plans were provided by Mr. J. C. Dumaresq of Halifax, and the work of construction is under the supervision of Mr. John Hodge. The main entrance is from York Street, while free ingress and egress are provided at the east and west sides of the building with the aid of granite steps. The building is of brick with copious trimmings of olive freestone. The mansard and deck roof and tower are covered with tin. In addition to the roomy corridors and cloak rooms it will contain ten class-rooms, and on the third flat a large assembly hall. The building will be heated and ventilated by the Smead, Dowd & Co. system.

The work carried on last year in the Collegiate and High School was kept up to the usual standard, and Mr. Foster and his associates on the staff have been most zealous and painstaking in their efforts to maintain the high character reached by the School in previous years. Mr. F. B. Meagher resigned the position in the School, in which he had been singularly successful, at the close of the year to accept the position of Inspector, to which he was appointed. Next year this School will be under the exclusive control of the Board, the annual agreement so long harmoniously existing between the Senate of the University of New Brunswick and this Board having expired on the 31st December. It will be our aim to make this School in the future, as the Grammar School, maintain the prominent place it held as the Collegiate and High School. At present a re-arrangement of the classes has been made in order to carry on the work without the appointment of a successor to Mr. Meagher. We are making provision for the accommodation of this School in the new building in course of erection on York Street, where it will be located in August next.

During the year just closed there were 17 students in the third year class; 38 in the second year; and 62 in the first year class. In June, 1892, thirteen were graduated as follows: In the first division, 6; second division, 6; third division, 1.

The distinguished students of the year are :

Winner of the Douglas Medal, Miss Annie Tibbits.

Winner of Supplementary Prize in this competition and bracketed even with the winner, Miss Mabel Sterling.

Winner of Mathematical Prize, William Rowley.

" Governor General's Medal, William Rowley.

" Old Boy's Prize in second class, Arthur Shea.

" " " first class, Miss Sadie Sterling.

" Supplementary Prize, the standing being practically equal, Roy Vanwart.

Of the graduating class seven matriculated at the University as follows: In the first division, 4; second division, 2; third division, 1.

There were only two other matriculants from the whole Province who succeeded in standing in the first division.

One matriculated at Sackville and was allowed to enter without examination, but at the 'Xmas examination he stood in the first division in all his Freshman subjects, and also first in one second year subject which he was able to take up. Four entered at the Normal School, of whom two have been ranked first-class, and two second. Miss Annie Taylor, who was one of the matriculants at the University of New Brunswick, was the winner of the Wilmot Scholarship, for highest matriculant, open to competition for the whole Province.

In the several departments of Regent Street School satisfactory work is being done by Principal Owens and his associate teachers, who are the same as last year. The schools at Morrison's Mill, Doak Settlement, and Wiseley are also in charge of same teachers.

We make some extracts from the Examiner's annual report to the Board. In referring to his plan of determining whether pupils should be promoted or not when conducting the grading examination he says he observes the following line:

1st. The attainments of the pupil. In ascertaining attainments I submitted Grade II. to tests in reading, spelling, number and printing. Grade IV. reading, spelling, composition, writing, arithmetic and geography. Grade VI. reading and spelling, grammar and composition, arithmetic, writing and geography. Grade VIII. grammar and composition, latin, mathematics, including arithmetic, algebra and geometry, history and geography and natural science. Spelling and writing were judged on the papers submitted.

2nd. The *attendance* of the pupil for the year as shown by the Register, or a statement therefrom.

3rd. The pupil's *conduct* as a member of the School, whenever it was desirable to take this into account.

4th. The pupil's *age*, in cases where he or she had previously failed to pass the tests.

5th. The *advice of the teacher* to which special weight was allowed in cases where there seemed to be reasonable doubt.

Following this general plan I arrived at my judgment on each pupil by carefully selecting fair tests of attainments and by keeping careful records of individual answering

to the questions. The other points were then considered, and I was thus able to reach a final judgment which took into account all the essentials.

The following table exhibits the results of the grading examinations as a whole:

SCHOOL.	DEPT.	NAME OF TEACHER.	No. pre-sented.	No. passed.	Grade.
Model, . . . . .	4th	J. F. Rogers, . . . . .	18	15	VIII.
Charlotte Street, . . . .	5th	H. B. Kilburn, A. B., . . . . .	21	15	VIII.
York Street, . . . . .	6th	Geo. A. Inch, A. B., . . . . .	12	9	VIII.
Regent Street, Boys, . . .	4th	J. F. Owens, B. A., . . . . .	5	4	VIII.
" " Girls, . . . . .	3rd	M. E. Walsh, . . . . .	5	4	VIII.
Model, . . . . .	3rd	Helen L. Galt, . . . . .	22	17	VI.
Charlotte Street, . . . .	4th	Ella L. Thorne, . . . . .	24	21	VI.
York Street, . . . . .	5th	A. M. Vandine, . . . . .	21	16	VI.
" " . . . . .	4th	Alice G. Duffy, . . . . .	11	10	IV.
Regent Street, Girls, . . .	2nd	Frances Bourgeois, . . . . .	14	14	V.
" " Boys, . . . . .	1st	Sarah G. Duffy, . . . . .	12	9	IV.
Model, . . . . .	2nd	Annie M. Harvey, . . . . .	22	20	IV.
Charlotte Street, . . . .	3rd	Effie E. Ross, . . . . .	35	31	IV.
York Street, . . . . .	3rd	Lottie E. Cliff, . . . . .	14	14	IV.
Model, . . . . .	1st	Miriam J. MacLeod, . . . . .	21	19	II.
Charlotte Street, . . . .	2nd	Mabel C. Hunter, . . . . .	14	11	II.
" " . . . . .	1st	Ida McAdam, . . . . .	16	16	II.
York Street, . . . . .	2nd	Isabel E. Everett, . . . . .	16	14	II.
" " . . . . .	1st	Janie Harvey, . . . . .	27	23	II.
Brunswick Street, . . . .	1st	Ellen G. McLaughlin, . . . . .	30	26	II. and I.
			360	308	

From the foregoing table it will be seen that about ten per cent. of the total number of pupils failed to pass the grading tests, and that out of a total of 67 pupils examined for admission to the High School, 14 or 23 per cent. failed to pass.

I visited and examined the ungraded Schools at Morrison's Mills, Doak and Wisley and found them in a good general condition. The Schools at Doak and Wisley were both small at the time of my visit. That at Morrison's Mills is quite largely attended, and Miss Hooper continues to do excellent work in spite of many disadvantages.

In the course of my examinations for grading I had opportunities for observing and estimating the methods of instruction and the School management generally as practised in the Schools. There is little change since last year in either respect. The staff of Teachers is carrying on the work with undiminished energy and with the usual degree of success. The teaching continues to improve and the School discipline is generally efficient.

It is a great satisfaction to the Teachers who have so long contended with the unfavorable conditions in the old York Street School to know that they are shortly to

be transferred to the new and commodious building now nearing completion. No city of equal size in the Dominion will be better supplied with Public School buildings than will the city of Fredericton when the new York Street building is ready for occupation. And I feel assured that a great impetus will be given to the work of this School and to education generally in the city when Teachers and scholars will be able to take a fresh departure in new surroundings. With the transfer of the High School we will have a complete series of Schools under one roof—primary, advanced and secondary. And it will doubtless be the aim of all concerned to make it repay what it has cost in providing for the children of the city who can not take a University education, as well as for those who can, a liberal and useful preparation for life. The High School has had a very successful year's work and has quite maintained its well-earned reputation.

For the information of the Board the Examiner has furnished many suggestions resulting from his observation as to the success or lack of success in teaching the different subjects in the curriculum. He thinks the subject of teaching should receive more attention in the higher grades. He says: In connection with the reading exercises I am strongly of opinion that more stress should be laid on recitation, and especially on practice in oral expression. Nothing is more valuable than the power of expressing one's thoughts easily and forcibly, except the training of pupils to think clearly and consecutively—and clear expression leads to clear thinking. In all the grades the habit of speaking clearly and forcibly what the child thinks should be constantly encouraged; in the higher grades practice in reading, speaking and declaiming will give pupils self-confidence and a practical preparation for all the vocations of life which no other subject can give in the same way and to the same degree.

*Physical Training.*—More attention should be given to this very important division of education. \* \* \* A Teacher cannot be too careful as to the positions of pupils in sitting and standing—easy, quiet and graceful movements, proper carriage of the head and body, correct habits of breathing. These, in large measure, mean not only orderliness, but health, and both are proper aims of education. Then Teachers should be particularly careful as to the use which pupils make of their eyes in school. The children of the city are, as a rule, very free from defective eyesight; but the best eyes are better for careful use, and the children with defective eyes are very seriously handicapped in School and at home, and should be protected as far as possible from injurious conditions. Closely connected with Physical Training is singing. I am of opinion that there is not enough attention given to this subject in the higher grades. \* \* \*

*Spelling.*—More attention and better methods are being applied to the teaching of this subject, and though there is room for improvement in many cases I feel certain that the spelling is improving.

*Arithmetic.*—The condition of the teaching of this subject is generally satisfactory. In some of the schools it is especially so. More of the practical character is being given to it, and more power to reason is being developed.

*Natural Science.*—This subject is being well taught in most of the schools. Most of the higher grades are taking the subject up in real ways and the children are led to question nature for themselves, to observe closely and to draw correct conclusions from their own observations. \* \* \*

*Composition.*—This subject is fairly well taught and the majority of pupils can write quite well and clearly. Some time might well be spared from the written exercises in this subject to devote to the oral composition—the habit of thinking and of off-hand expression of thought to which I referred above.

*Grammar.*—We are somewhat in a transition stage on this subject. A new text has just been prescribed which is, I think, in many ways better than the old, and the teachers are just beginning to get familiar with the plan and methods of the new book. There is a good deal to be done in this subject. It is, confessedly, one of the most difficult of the school subjects. The oral stages of the subjects are well taught.

*Geography and History.*—Both these subjects are very well taught. So much stress has been of late years laid on proper methods of teaching and studying them, that children have much better opportunities for getting the right use of them as means of education. In connection with the History, especially in the higher grades, more stress should be placed on leading our boys and girls to understand our own system of government—Dominion, Provincial, Municipal, and Civic. Lessons on Civic Government should be especially given in the High School Course. The school trains the citizen, and it can do this in no better way than to teach him how to exercise his rights and to perform his duties as a citizen in a free and intelligent way.

In concluding his excellent report the Examiner says that taking one school with another, very substantial progress has been made during the year.

Arbor Day was observed on the 13th May. Only a few trees were planted, but the object of the day was dwelt upon in many of the schools and all the exercises had a bearing upon the day.

The number of teachers on our staff during the year, including the Collegiate and High School and Model School, was twenty-six and one assistant.

Two hundred and eighty-seven permits were issued to applicants for admission into the schools during the year.

For information in detail respecting the schools we beg to refer you to tabulated statements attached hereto.

All of which is respectfully submitted,

CHAS. A. SAMPSON,  
*Secretary.*

Tabular Statement A.

Receipts and Expenditures from 1st November, 1891, to 31st October, 1892.

ON WHAT ACCOUNT.	AMOUNT.	AMOUNT.	ON WHAT ACCOUNT.	AMOUNT.
Permanent Account—				
Charlotte Street School,.....	.....	\$139 28	By City Taxes—	
			From Treasurer,.....	\$14,000 00
			Tuition Fees,.....	60 50
			Rent,.....	10 00
			Balance,.....	3,256 83
Annual Expenditure—				\$17,327 33
City Auditors,.....	\$ 10 00			
Insurance,.....	81 20			
Office,.....	13 85			
Indigent Pupils,.....	7 89			
Interest,.....	1,531 75			
Contingent,.....	104 36			
Printing,.....	12 25			
Rent,.....	456 25			
Repairs,.....	44 23			
Fuel,.....	321 33			
Examiner,.....	160 00			
Teachers and Secretary,.....	9,527 34			
Janitors,.....	978 00			
Balance 1st November, 1891,.....	3,939 60	17,188 05		
		\$17,327 33		\$17,327 33

CHAS. A. SAMPSON, Secretary.



### Tabular Statement B.

*Showing Scholars, Names of Teachers, age, sex and number of Pupils for First Term, ending June, 1892.*

SCHOOL.	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High,	B. C. Foster,.....	13	14	27	..	27
	James M. Palmer,....	11	15	26	..	26
	Annie L. Gregory,.....	27	33	..	60	60
	F. B. Meagher, Asst.,..	..	..	..	..	..
York Street	Geo. A. Inch,.....	37	4	12	29	41
	A. M. Vandine,.....	55	..	29	26	55
	A. G. Duffy,.....	46	..	28	18	46
	Lottie E. Cliff,.....	37	..	25	12	37
	Isabel R. Everett,.....	51	..	29	22	51
	Janie Harvey,.....	49	..	17	32	49
Model,....	J. F. Rogers,.....	40	1	19	22	41
	Helen L. Galt,.....	47	..	25	22	47
	M. Annie Harvey,....	49	..	27	22	49
	M. J. MacLeod,.....	47	..	25	22	47
Charlotte Street,	H. B. Kilbarn,.....	27	28	22	33	55
	E. L. Thorne,.....	62	1	31	32	63
	E. E. Ross,.....	60	..	32	28	60
	M. C. Hunter,.....	46	..	35	11	46
	Ida McAdam,.....	60	..	34	26	60
Regent Street,	J. Frank Owens,.....	41	5	46	..	46
	M. E. Walsh,.....	30	5	..	35	35
	F. Bourgeois,.....	45	..	..	45	45
	S. G. Duffy,.....	44	..	44	..	44
Brunswick Street,	E. G. McLaughlin,....	66	..	22	44	66
Morrison's Mill,	Annabel Hooper,.....	52	2	31	23	54
Doak Settlement	A. M. Doak,.....	19	..	11	8	19
Wiseley,....	M. E. S. Nicolson,....	24	..	14	10	24
Totals,.....		1085	108	611	582	1193

CHAS. A. SAMPSON, *Secretary.*

### Tabular Statement C.

*Showing Schools, Names of Teachers, age, sex and Number of Pupils for Second Term ending December, 1892.*

SCHOOL.	NAME OF TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High.	{ B. C. Foster,.....	13	17	30	..	30
	{ James M. Palmer,.....	17	10	27	..	27
	{ Annie L. Gregory,....	23	55	..	78	78
	{ F. B. Meagher, Ass't,..	..	..	..	..	..
York Street	{ Geo. A. Inch,.....	31	4	13	22	35
	{ A. M. Vandine,.....	49	..	29	20	49
	{ Alice G. Duffy,.....	47	..	26	21	47
	{ Lottie E. Cliff,.....	42	..	23	19	42
	{ Isabel R. Everett,.....	50	..	28	22	50
	{ Janie Harvey,.....	44	..	22	26	48
Model,....	{ J. F. Rogers,.....	45	2	22	25	47
	{ Helen L. Galt,.....	50	..	28	22	50
	{ M. Annie Harvey,....	50	..	24	26	50
	{ M. J. MacLeod,.....	48	..	26	22	48
Charlotte Street.	{ F. P. Yorston, } .....	39	9	18	30	48
	{ E. T. McKnight, } .....	48	..	20	28	48
	{ E. L. Thorne,.....	51	..	34	17	51
	{ E. E. Ross,.....	53	..	31	22	53
	{ M. C. Hunter,.....	60	..	42	18	60
Regent Street.	{ J. Frank Owens,.....	39	3	42	..	42
	{ M. E. Walsh,.....	33	1	..	34	34
	{ F. Bourgeois,.....	48	..	..	48	48
	{ S. G. Duffy,.....	38	..	38	..	38
Brunswick Street.	{ S. O'Mahoney,.....	58	..	18	40	58
Morrison's Mill.	{ Annabel Hooper,.....	45	..	22	23	45
Doak Settlement.	{ A. M. Doak,.....	11	..	4	7	11
Wiseley, ...	{ M. E. S. Nicholson,.....	22	..	12	10	22
Totals, .....		1058	101	579	580	1159

CHAS. A. SAMPSON, *Secretary.*

## Tabular Statement D.

*Showing School, Name and Class of Teacher, Salary, Attendance, etc., for First Term Ending June, 1892.*

SCHOOL.	NAME OF TEACHER.	Class.	Salary from Trustees.	No. Pupils	Average Daily Attend.	Per Cent. Attendance.
Collegiate and High	B. C. Foster, .....	G. S.	\$465	27	23.07	87.07
	James M. Palmer, .....	G. S.	465	26	20.04	77.07
	Annie L. Gregory, .....	I.	400	60	50.22	83.71
	F. B. Meagher, Assist. ....	G. S.	700	..	.....	.....
York Street	Geo. A. Inch, .....	G. S.	600	41	34.04	83.02
	A. M. Vandine, .....	I.	250	55	43.22	78.76
	Alice G. Duffy, .....	II.	225	46	36.40	79.13
	Lottie E. Cliff, .....	I.	250	37	29.00	78.00
	Isabel R. Everett, .....	I.	250	51	30.91	60.60
	Janie Harvey, .....	II.	225	49	39.52	80.61
Model	J. F. Rogers, .....	I.	250	41	37.01	90.03
	Helen L. Galt, .....	I.	250	47	43.15	91.81
	M. Annie Harvey, .....	I.	250	49	44.56	90.91
	M. J. MacLeod, .....	I.	250	47	39.77	84.63
Charlotte Street	H. B. Kilburn, .....	G. S.	600	55	39.06	72.00
	E. L. Thorne, .....	I.	250	63	49.02	78.00
	E. E. Ross, .....	I.	250	60	50.75	84.50
	M. C. Hunter, .....	I.	250	46	38.66	84.04
	Ida McAdam, .....	II.	225	60	49.00	81.71
Regent Street	J. Frank Ownes, .....	I.	250	46	36.05	79.35
	M. E. Walsh, .....	I.	250	35	27.75	79.27
	F. Bourgeois, .....	II.	225	45	37.23	82.73
	S. G. Duffy, .....	I.	250	44	32.98	75.00
Brunswick Street	E. G. McLaughlin, .....	I.	250	66	45.30	68.63
Morrison's Mill	Annabel Hooper, .....	II.	225	54	34.90	64.63
Doak Settlement	A. M. Doak, .....	II.	225	19	10.48	55.20
Wiseley	M. E. S. Nicholson, .....	II.	225	24	18.00	75.00
			\$8,305	1193	40.09	78.67

CHAS. A. SAMSON, *Secretary.*

### Tabular Statement E.

*Showing School, Name and Class of Teacher, Salary, Attendance, etc., for Second Term, ending December, 1892.*

SCHOOL.	NAME OF TEACHER.	Class.	Salary from Trustees.	No. Pupils	Average daily Attend.	Per cent. Attendance.
Collegiate and High,	B. C. Foster, .....	G. S.	\$465	30	23.94	79.08
	James M. Palmer, .....	G. S.	465	27	22.96	85.00
	Annie L. Gregory, .....	I.	400	78	64.04	82.11
	F. B. Meagher, asst., .....	G. S.	700	..	..	..
York Street	George A. Inch, .....	G. S.	600	35	30.17	86.02
	A. M. Vandine, .....	I.	250	49	39.93	81.49
	Alice G. Duffy, .....	II.	225	47	40.72	86.64
	Lottie E. Cliff, .....	I.	250	42	34.45	82.00
	Isabel R. Everett, .....	I.	250	50	37.97	75.94
	Janie Harvey, .....	II.	225	48	38.56	80.33
Model, .....	J. F. Rogers, .....	I.	250	47	43.14	91.08
	Helen L. Galt, .....	I.	250	50	44.47	88.95
	M. Annie Harvey, .....	I.	250	50	46.49	92.94
	M. J. Macleod, .....	I.	250	48	42.26	88.05
Charlotte Street,	F. P. Yorston, } .....	G. S.	} 600	48	39.45	82.01
	E. T. McKnight, } .....	I.		48	42.08	89.02
	E. L. Thorne, .....	I.	250	48	42.08	89.02
	E. E. Ross, .....	I.	250	51	44.00	87.00
	M. C. Hunter, .....	I.	250	53	48.03	91.00
	Ida McAdam, .....	II.	225	60	52.42	87.00
Regent St.,	J. Frank Owens, .....	I.	250	42	37.01	88.12
	M. E. Walsh, .....	I.	250	34	29.59	87.02
	F. Bourgeois, .....	II.	225	48	44.40	92.50
	S. G. Duffy, .....	I.	250	38	31.40	82.63
Brunswick Street,	S. O'Mahoney, .....	III.	225	58	47.29	81.53
Morrison's Mill,	Annabel Hooper, .....	II.	225	45	37.00	82.00
Doak Settlement	A. M. Doak, .....	II.	225	11	16.10	70.14
Wiseley, ...	M. E. S. Nicolson, .....	II.	225	22	16.00	72.00
			\$8280	1159	37.90	84.29

### III.—CITY OF MONCTON.

TO JAMES R. INCH, LL. D.,  
*Chief Superintendent of Education.*

SIR: Herewith I respectfully submit the annual report of the Board of School Trustees of the City of Moncton for the year ending December 31st, 1892.

H. A. Whitney's term of office having expired the Government appointed Joshua Peters, Esq., to fill the place; and J. K. Wran's term having expired the City Council filled the vacancy by the appointment of Geo. B. Willett.

During the first term of the year Miss Emma Condon was granted leave of absence to attend Normal School; and Miss Lillian Burt, on account of ill health. Miss Nettie Kelly was engaged to take Miss Condon's school and Miss Mary A. Henry that of Miss Burt. Miss Kelly taught both a few days, when she too was compelled to retire from ill health and Miss Lilly W. Clark's services were secured.

At the commencement of the second term both Miss Condon and Miss Burt returned to their respective departments.

You will observe by statements Nos. 5 and 6 that a number of the departments are still crowded,—the average in some cases being more than should be enrolled.

Some of the repairs recommended in last year's report have been made in so far as the appropriations would admit; but during the ensuing year the houses should be painted and the Central will probably require a new roof.

I am again pleased to report that most of the Schools are doing a grand work, and in support of this view, I take the liberty of quoting from a published interview of a Transcript reporter with Inspector Smith, in which he was reported to have said: "I find the Schools in a very satisfactory condition." "There has been a steady advancement without any particularly marked development along any special lines." "Some of the Schools show special developments." "The grading now is all that can be desired."

An examination of the abstract statements will disclose the following facts with reference to each School, Teacher, class, salary, average, percentage, enrolment, days attended, days lost, etc., etc.

A comparison will furnish food for thought and will repay for the time and trouble taken.

They also show the state of the finances.

Yours respectfully,

C. R. PALMER,  
*Secretary to Board of Trustees.*

## Statement No. 1.

*Report of School Trustees of Moncton.*

1886.

## APPOINTED BY THE LIEUT.-GOV. IN COUNCIL.

W. J. Robinson, Esq., Chairman.  
 John L. Harris, Esq.,  
 H. A. Whitney, Esq.

## APPOINTED BY THE TOWN COUNCIL.

L. N. Bourke, Esq., M. D.,  
 John H. Marks, Esq.,  
 Edward McSweeney, Esq.,  
 John McKenzie, Esq.

1887.

W. J. Robinson, Esq., Chairman.  
 John L. Harris, Esq.,  
 H. A. Whitney, Esq.

C. A. Steeves, Esq.,  
 L. N. Bourque, Esq., M. D.,  
 Edward McSweeney, Esq.,  
 John H. Marks, Esq.

1888.

W. J. Robinson, Esq., Chairman.  
 H. A. Whitney, Esq.,  
 Alexander Girvan, Esq.

John McKenzie, Esq.,  
 C. A. Steeves, Esq.,  
 L. N. Bourque, Esq., M. D.,  
 Edward McSweeney, Esq.

1889.

W. J. Robinson, Esq., Chairman.  
 H. A. Whitney, Esq.,  
 Alexander Girvan, Esq.

J. H. Wran, Esq.,  
 John McKenzie, Esq.,  
 C. A. Steeves, Esq.,  
 L. N. Bourque, Esq., M. D.

1890.

W. J. Robinson, Esq., Chairman.  
 H. A. Whitney, Esq.,  
 Alexander Girvan, Esq.

L. N. Bourque, Esq., M. D.,  
 J. H. Wran, Esq.,  
 John McKenzie, Esq.,  
 C. A. Steeves, Esq.

1891.

W. J. Robinson, Esq., Chairman.  
 H. A. Whitney, Esq.,  
 W. O. Schwartz, Esq.

John L. Harris, Esq.,  
 L. N. Bourque, Esq., M. D.,  
 J. H. Wran, Esq.,  
 John McKenzie, Esq.

1892.

W. J. Robinson, Esq., Chairman.  
 Joshua Peters, Esq.,  
 W. O. Schwartz, Esq.

H. H. Ayer, Esq.,  
 John L. Harris, Esq.,  
 L. N. Bourque, Esq., M. D.,  
 J. H. Wran, Esq.

### Statement No. 2.

#### TEACHERS, CENTRAL BUILDING.

S. C. Wilbur, I Class, Principal.

Millie Keohan,..... I Class. D. M. Trites,..... II Class.  
Catherine Hennessy,..... I Class.

#### BOTSFORD STREET SCHOOL.

Annie Adams,..... I Class. Ella J. W. McKay,..... I Class.

#### ALMA STREET SCHOOL.

Emma Condon,..... I Class. Annie Hanington,..... I Class.

#### VICTORIA SCHOOL.

S. W. Irons, I Class, Principal.

Mary E. Fawcett,..... I Class. Annie L. Fleetwood,..... I Class.  
Lillian Burt,..... I Class. Margaret Blakney,..... I Class.  
Margaret M. Brady,..... I Class. Miriam Simmons,..... I Class.  
Lillian Nicolson,..... I Class. Mrs. W. P. Simpson,..... III Class.  
Lavinia Fawcett,..... II Class.

#### WELDON STREET SCHOOL.

Mary L. F. Bailey,..... I Class. Dora E. Smith,..... II Class.

#### WATERLOO STREET SCHOOL.

Kate A. Willis,..... I Class.

#### CROSS STREET SCHOOL.

Annie S. Fillmore,..... I Class. Elspeth Charters,..... I Class.

#### ST. BERNARD'S SCHOOL.

Sister M. Loretto,..... I Class. Lottie O'Neil,..... I Class.  
Agnes Hamilton,..... I Class. Sister M. Julie,..... II Class.  
Albina J. Bourque,..... III Class.

#### Recapitulation.

I Class, Males,	2
II " "	1
I " Females,	20
II " "	3
III " "	2

28

#### By Denominations.

Catholics,	6
Presbyterians,	9
Methodist,	5
Baptist,	6
Episcopalians,	2

28

## Statement No. 3.—No. of Pupils in the Several Standards of Instruction.

*Term ending June 30th, 1892.*

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	Totals.
Reading, Spelling and Recitation,...	290	239	229	246	147	144	95	79	34	22	12	1537
Composition, .....	249	239	229	246	147	87	143	79	34	22	12	1487
Grammar and Analysis, .....	...	...	...	32	147	87	152	79	34	22	12	565
History, .....	...	...	...	203	147	87	152	79	34	22	12	736
Form, .....	290	239	...	...	...	...	...	...	...	...	...	529
Industrial Drawing,...	...	...	229	236	136	151	103	79	34	22	12	1002
Print Script, .....	290	239	229	246	147	...	...	...	...	...	...	1151
Writing, .....	...	...	229	246	147	97	152	79	34	22	12	1018
Arithmetic, .....	290	239	229	246	147	144	95	79	...	...	...	1469
Geometry, .....	...	...	...	...	...	...	95	79	34	22	12	242
Mensuration, .....	...	...	...	...	...	...	...	...	...	...	...	...
Algebra, .....	...	...	...	...	...	...	95	79	34	22	12	...
Geography, .....	290	239	229	246	147	144	95	79	...	...	...	1469
Mineral, Plant and Animal Life,...	263	239	229	245	147	145	95	79	19	...	...	1461
Colour, .....	290	239	161	151	...	...	...	...	...	...	...	841
Objects, .....	...	...	...	...	...	...	...	...	...	...	...	...
Temperance Teachings of Science,...	239	172	206	245	147	122	24	45	34	22	12	1268
Physics, .....	...	...	...	...	...	130	95	79	34	22	12	372
Physiology, .....	...	...	...	...	...	...	...	79	34	22	12	147
Latin, .....	...	...	...	...	...	...	...	9	52	22	12	95
French, .....	...	...	...	...	...	...	...	...	...	...	...	...
Book-keeping, .....	...	...	...	...	...	...	...	...	...	...	...	...



Statement No. 4.—No. of Pupils in the Several Standards of Instruction.  
Term ending December 31st, 1892.

SUBJECTS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	Totals.
Reading, Spelling and Recitation, . . .	302	245	236	203	218	131	112	88	43	30	14	1622
Composition, . . . . .	278	245	236	203	218	106	86	88	43	30	14	1547
Grammar and Analysis, . . . . .	..	..	..	..	218	141	112	88	43	30	14	646
History, . . . . .	..	..	..	161	218	141	117	141	88	30	14	910
Form, . . . . .	302	245	..	..	..	..	..	..	..	..	..	547
Industrial Drawing, . . . . .	..	..	235	203	218	141	112	34	38	30	14	1025
Print Script, . . . . .	302	255	236	223	182	..	..	..	..	..	..	1198
Writing, . . . . .	..	..	236	203	218	131	112	84	33	10	11	1038
Arithmetic, . . . . .	302	245	236	203	218	131	112	82	38	30	14	1611
Geometry, . . . . .	..	..	..	..	..	..	89	78	43	30	14	254
Mensuration, . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Algebra, . . . . .	..	..	..	..	..	..	89	78	43	30	14	254
Geography, . . . . .	300	245	235	203	118	131	112	88	43	30	14	1619
Mineral, Plant and Animal Life, . . .	300	245	205	169	218	141	112	88	29	..	..	1507
Colour, . . . . .	271	222	206	130	..	..	..	..	..	..	..	829
Objects, . . . . .	302	245	..	..	..	..	..	..	..	..	..	547
Temperance Teachings of Science, . . .	224	209	129	179	165	19	23	10	..	..	..	948
Physics, . . . . .	..	..	..	..	..	19	89	78	29	30	14	259
Physiology, . . . . .	..	..	..	..	..	..	..	24	29	30	14	97
Latin, . . . . .	..	..	..	..	..	..	..	11	57	30	14	114
French, . . . . .	74	35	42	24	24	18	23	10	..	..	..	250
Book-keeping, . . . . .	..	..	..	..	..	..	..	..	..	..	..	..

## Statement No. 5.—Teachers and Actual Attendance Returns.

Term ending June 30, 1892.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Aver. Days Pupils Attended.	Percentage of Attendance.
Central,	S. C. Wilbur,.....	\$700	122	56	23	33	4731½	1018	40.00	71.53
"	Millie Keohan,.....	340	122	46	11	35	3652½	1939½	30.06	66.05
"	D. M. Trites,.....	600	123	32	21	13	3038	1153	25.27	74.13
"	C. Hennessey,.....	240	125	39	16	23	3192	812	26.00	66.85
Victoria,	S. W. Irons,.....	700	122	53	28	25	4679½	681½	39.04	73.66
"	Mary E. Fawcett,.....	240	123	59	28	31	5045½	933½	41.65	70.59
"	Annie L. Fleetwood,.....	240	124	57	29	28	4713	1132	38.00	66.68
"	Mary A. Henry,.....	200	122	66	33	33	5992	1271	50.27	78.54
"	Margaret Bleakney,.....	240	121	65	38	27	6298½	1338½	53.01	81.06
"	M. M. Brady,.....	240	119	69	38	31	5661½	1246	48.83	75.12
"	M. P. Simpson,.....	200	123	57	27	30	5485	1200	46.00	81.00
"	M. Simmons,.....	240	125	67	33	34	6145½	1715½	50.00	76.06
"	Lillian Nicolson,.....	240	123	50	26	24	4400	1442½	37.00	74.00
"	L. G. Fawcett,.....	200	125	61	29	32	5975½	1420½	48.67	81.11
Botsford Street,	Annie Adams,.....	240	125	60	33	27	5061½	1986	42.00	72.00
"	Annie Hamington,.....	240	122	65	19	46	6025½	1332	50.80	78.15
Alma Street,	Ella J. McKay,.....	240	122	53	27	26	4795	1155½	40.04	76.03
"	Lillie M. Clarke,.....	240	121	60	35	25	4937½	2097	43.13	71.88
Weldon Street,	M. L. F. Bailey,.....	240	122	63	38	25	5654	1331	47.47	75.35
"	Dora E. Smith,.....	200	121	64	32	32	5487	1557½	45.94	71.78
Waterloo Street,	Kate A. Willis,.....	240	121	41	26	15	3572	1065½	29.52	72.00
Cross Street,	Annie S. Fillmore,.....	240	119	46	26	18	4325½	910½	37.12	84.36
"	Elspeth Charters,.....	240	119	62	37	25	4253½	721½	37.06	60.00
St. Bernard's,	Agnes Quirk,.....	240	124	35	..	35	3423	393	27.00	77.00
"	Lottie O'Neill,.....	240	122	45	32	13	3870	1030½	32.05	72.00
"	Agnes Hamilton,.....	240	122	49	16	33	3199	1335	34.00	69.00
"	Netalie Allain,.....	200	123	52	23	29	4697½	1183	38.00	73.00
"	Albina J. Bourque,.....	200	125	72	42	30	6105	2775	48.25	67.01
				1,544	766	778	134,416	36,124	40.30	73.50

**Statement No. 6.—Teachers and Actual Attendance Returns.**  
*Term Ending Dec. 31, 1892.*

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupil Attended.	Gross Days Lost.	Aver. Days Pupil Attended.	Percentage of Attendance.
Central,	S. C. Wilbur,	\$700	82	58	23	35	3771½	340	46.07	80.00
"	Millie Keohan,	340	81	54	22	32	3138½	1245	40.00	74.00
"	D. M. Trites,	600	84	56	35	21	3811½	889½	47.03	84.05
"	Cath. Hennessy,	240	83	49	17	32	2974	514½	36.09	75.31
Botsford Street,	Annie Adams,	240	82	55	31	24	3754	716	47.09	85.08
"	Ella J. McKay,	240	82	55	31	24	3486	546½	43.07	79.04
Alma	Emma Condon,	240	82	62	18	44	4101	983	51.43	81.09
"	Annie Hannington,	240	82	73	33	40	4681½	1036½	60.52	82.09
Victoria,	S. W. Irons,	700	82	53	26	27	3621½	377	44.87	86.66
"	Mary E. Fawcett,	240	82	63	30	33	4239½	416½	52.05	83.33
"	Annie Fleetwood,	240	80½	70	37	33	4713½	831	59.47	85.67
"	Lillian A. Burtt,	240	81	63	37	26	4391	530½	55.11	87.47
"	M. Bleakney,	240	81	64	27	37	4484½	578	56.58	88.04
"	Margaret M. Brady,	240	84	69	37	32	4220	778	51.04	73.88
"	M. P. Simpson,	200	81	64	35	29	4470½	514	56.00	87.05
"	Mariannie H. Simmons,	240	79	63	31	32	4189½	552	54.00	86.05
"	Lilly Nicolson,	240	84	79	36	43	4390	486	52.02	85.28
"	Lavina G. Fawcett,	200	84	61	28	33	4477	434	54.39	89.16
Weldon Street,	Mary L. F. Bailey,	240	82	66	34	32	4591	652	57.21	86.69
"	Dora E. Smith,	200	84	62	30	32	4341½	397	52.15	84.11
Waterloo	Kate A. Willis,	240	84	52	32	20	3029½	583	37.45	72.02
Cross	Annie S. Fillmore,	240	84	35	24	11	2392½	242	29.60	83.17
"	Elspeth Charters,	240	82	48	28	20	2605	614½	33.00	68.07
St. Bernard's,	Agnes Quirk,	300	84	37	8	29	2430½	172½	29.29	88.76
"	Lottie O'Neil,	240	82½	46	25	21	2869	318	35.71	85.00
"	Agnes Hamilton,	240	82	54	18	36	3560	389½	44.75	82.07
"	Natalie Allain,	200	82	47	28	19	3105	398	37.00	78.00
"	Albina J. Bourque,	200	82	74	36	38	4782½	1131	58.95	80.00
				1,632	797	835	166,621½	16,660½	47.34	82.38



---

## IV.—TOWN OF ST. STEPHEN.

---

### Board of School Trustees.

JOHN D. CHIPMAN, Esquire, *Chairman.*

WALLACE BROAD, Esquire,

W. MCK. DEINSTADT, Esquire, M. D.,

GEORGE J. CLARKE, Esquire,

FRANK TODD, Esquire,

GILBERT W. GANONG, Esquire,

DANIEL T. DWYER, Esquire.

TO JAMES R. INCH, Esquire, LL. D.,

*Chief Superintendent of Education.*

SIR: The Board of School Trustees of the Town of Saint Stephen do herewith respectfully submit their report for the School Year ended December, 31st, 1892.

The term of office of Mr. Hugh Cullinen, who had since 1881 been a member of the School Board, at the close of the present year expired and Mr. Daniel T. Dwyer was appointed by the Town Council to fill the vacancy. With one exception, therefore, the Board enters upon the work of the next year with the same membership.

Several changes were made in our teaching staff at the beginning of the summer term. Miss Bridges returned from a six months' leave of absence to take charge of her department at King Street, and Miss Susie B. Ganong, who was employed temporarily during the absence of Miss Bridges, was appointed to take charge of the Primary School at the Cove, in place of Miss Mary R. McLean, resigned. Miss Dibblee, Miss Moore and Mr. Lockary severally tendered their resignations, and Miss Carrie Everett, Miss Lucy A. McKenzie and Miss H. Daisy Hanson were appointed to permanent positions on our staff. Miss Everett to take charge of the 5th and 6th grades in the Marks Street building, and Miss McKenzie and Miss Hanson to the intermediate departments at the Cove and King Street Schools respectively, and with the work of these Teachers during the term just ended the Board is well pleased; in fact the Board is of the opinion that their teaching staff has not been for years as strong as at the present time.

It was with sincere regret that we learned of the untimely death of Miss Annie Moore. Miss Moore was a faithful and industrious Teacher, and an active and zealous Christian worker in the Church to which she belonged. Kind and affectionate towards her pupils and of amiable disposition, she had endeared herself to the hearts of all with whom she was associated.

Eight of our pupils passed successfully the matriculation examination, one of whom is now in attendance at the University.

In addition to the Governor General's medal, prizes were awarded pupils of our High School by Mr. J. D. Chipman and Honorable James Mitchell. Next year the W. C. T. U. offer a prize for the best essay on Alcohol, its origin and its uses.

In conclusion we are pleased to report that our Schools are in a very prosperous condition, and it is the object of our Teachers that our Schools shall reach and be maintained at as high a standard of excellence as their united efforts can produce.

Respectfully submitted,

ST. STEPHEN, January 7th, 1893

L. A. MILLS, *Secretary.*

*Receipts and Expenditures of the Board of School Trustees of St. Stephen for the year ended December, 1892.*

1891.

Dec. 31. To balance on hand in St. Stephen Bank, .... \$ 315 30

1892.

Feb.	"	Amount County Fund,	....	....	459 50
Aug. 3.	"	" from Town Treasurer,	....	....	4,000 00
Aug. 22.	"	" County Fund,	....	....	396 55
Nov. 8.	"	" from Town Treasurer,	....	....	500 00
Dec. 13.	"	" " " "	....	....	700 00
Dec. 31.	"	" " " "	....	....	100 00
		Tuition Fees,	....	....	5 00
					<u>\$6,476 35</u>

1892.

CR.

Dec. 31.	By amount paid for Teachers' Salaries,....	....	\$3,357 51
" 31.	" " " Coupons,...	....	1,395 00
" 31.	" " " Care of rooms,	....	409 14
" 31,	" " " Repairs,....	....	509 39
" 31,	" " " Contingencies,	....	310 97
" 31,	" " " Fuel, ....	....	349 28
" 31,	" " " Insurance,..	....	50 00
	Interest on over draft, St. Stephen Bank,	....	29 71
	Balance in St. Stephen Bank, ...	....	65 35
			<u>\$6,476 35</u>

**Tabular Statement for Year Ending December 31st, 1892.—First Term.**

TEACHERS.	Salaries.	Pupils Enrolled.			Percentage.	Standards Taught.
		Boys.	Girls.	Total.		
P. G. McFarlane,.....	\$650	27	16	43	73.73	IX, X and XI.
F. O. Sullivan,.....	565	27	31	58	79.00	VII and VIII.
Carrie S. Everett,.....	260	29	27	56	84.24	V and VI.
Alice M. Robinson,.....	300	28	24	52	79.00	V and VI.
Mary B. Carter,.....	260	20	33	53	84.22	III and IV.
Joseph J. Lockary,.....	260	31	28	59	83.24	III and IV.
Annie Moore,.....	260	38	25	63	79.26	III and IV.
Susie B. Ganong,.....	260	26	28	54	84.49	I and II.
Mary R. McLean,.....	260	26	26	52	73.84	I and II.
Elizabeth Beateay,.....	260	25	26	51	75.57	I and II.

## Second Term.

TEACHERS.	Salaries.	Pupils Enrolled.			Percentage.	Standards Taught.
		Boys.	Girls.	Total.		
P. G. McFarlane,.....	\$650	16	27	43	80.01	IX, X and XI.
F. O. Sullivan,.....	565	36	25	61	82.22	VII and VIII.
Alice M. Robinson,.....	300	31	28	59	83.00	V and VI.
Carrie Everett,.....	260	32	28	60	80.54	V and VI.
May B. Carter,.....	260	27	34	65	83.29	IV and V.
H. Daisy Hanson,.....	260	32	31	63	81.00	III and IV.
Clara E. Bridges,.....	260	26	32	58	82.00	I and II.
Elizabeth Beatteay,.....	260	28	27	55	88.90	I and II.
Susie B. Ganong,.....	260	24	28	52	86.07	I and II.
Lucy A. McKenzie,.....	260	26	29	65	88.92	III and IV.

## V.—TOWN OF WOODSTOCK.

### Board of School Trustees.

L. O. FISHER, Esquire, *Chairman.*

G. W. VANWART, Esquire,

J. McCORMAC, Esquire,

R. K. JOYES, Esquire,

JAMES WATTS, Esquire,

H. A. CONNELL, Esquire,

W. S. SAUNDERS, Esquire.

A. B. CONNELL, *Secretary.*

J. R. INCH, Esq., LL. D.,

Chief Superintendent of Education,  
Fredericton, N. B. }

The Board of School Trustees for the Town of Woodstock herewith submit their annual statement, as required by law; and in doing so are pleased to state that during the year just closed the schools under their care have improved and increased in efficiency. The attendance during the year has been good, particularly for the last term, the percentage being high, as will appear by the accompanying tables. It was necessary to open a new school to relieve the pressure upon the others.

The following tables show the arrangement of the schools, etc.:

### Winter Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average per cent.
1	Minnie Carman,.....	Primary,.....	65	I and II.	51.17	78.72
2	Ella Smith,.....	" .....	60	I " II.	48.00	80.00
3	Clara Donnelly,.....	" .....	52	I " II.	37.00	71.00
4	Jennie Stevenson,.....	Secondary, .....	66	III " IV.	51.00	77.00
5	Edith Hume,.....	" .....	51	III " IV.	37.00	72.00
6	Elizabeth Cupples,.....	" .....	51	III " IV.	39.80	78.00
7	H. Mulherrin,.....	Intermediate,...	62	V " VI.	46.97	75.00
8	Grace Hovey,.....	" .....	45	V " VI.	35.71	79.35
9	F. B. Hovey,.....	" .....	49	V " VI.	40.87	83.42
10	Lizzie Gillmor,.....	Advanced, .....	43	VII " VIII.	30.37	70.67
11	F. A. Good,.....	" .....	50	VII " VIII.	36.03	72.06
12	Julia Neales,.....	Grammar,.....	33	IX	23.57	71.84
13	R. P. Steeves,.....	" .....	18	X " XI.	14 13	78.05
			645			



## Summer Term.

No.	Name of Teacher.	Department.	Pupils.	Standards Taught.	Average Daily Present.	Average per cent.
1	Minnie Carman,.....	Primary,.....	66	I. and II.	58.86	89.19
2	Ella Smith,.....	" .....	57	I. and II.	48.00	84.21
3	Clara Donnelly,.....	" .....	48	I. and II.	37.57	78.27
4	Jennie Stevenson,....	Secondary,....	63	III. and IV.	55.34	82.84
5	Edith Porter,.....	" .....	49	III. and IV.	38.43	78.42
6	Elizabeth Cupples,....	" .....	50	III. and IV.,	44.36	88.72
7	Grace Porter,.....	Mixed,.....	49	I., II. and III.	36.03	73.50
8	H. Mulherrin,.....	Intermediate,...	66	V. and VI.	52.25	79.00
9	Bessie Good,.....	" .....	44	V. and VI.	32.06	76.06
10	Mina Fisher,.....	" .....	39	V. and VI.	29.28	75.37
11	Lizzie Gillmor,.....	Advanced,.....	50	VII. and VIII.	40.12	80.24
12	Frank Good,.....	" .....	41	VII. and VIII.	34.06	83.07
13	Julia Neales,.....	Grammar,.....	31	IX.	24 24	78.02
14	R. P. Steeves,.....	" .....	25	X. and XI.	21.573	86.29
			678			

## Statement of money received and expended during 1892 :

## RECEIVED.

Balance,	....	....	....	....	\$ 521 54
Tuition Fees,	....	....	....	....	30 00
County Fund,	....	....	....	....	970 76
Town Assessment,	....	....	....	....	4,000 00
					<hr/> \$5,522 30

## PAID OUT.

Repairs, etc.,	.. .	....	....	....	\$ 415 52
Fuel,	....	....	....	....	234 96
Janitor,	....	....	....	....	244 00
Furniture,	....	....	....	....	170 75
Incidentals,	....	....	....	....	68 00
Insurance,	....	....	....	....	103 00
Secretary,	....	....	....	....	100 00
Teachers, Summer Term,	....	....	....	....	1,617 00
" Winter Term,	....	....	....	....	1,697 00
Interest,	....	....	....	....	348 50
Balance, ..	....	....	....	....	523 57
					<hr/> \$5,522 30

Respectfully submitted,

A. B. CONNELL, *Secretary.*

December 31st, 1892.

## VI.—TOWN OF MILLTOWN.

### Board of School Trustees.

W. W. GRAHAM, *Chairman.*

HENRY McALLISTER,

JAMES E. OSBORNE,

W. S. ROBINSON,

ISRAEL ANDREWS.

J. HELON TODD,

To J. R. INCH, Esq., LL. D.,

*Chief Superintendent of Education.*

The Board of School Trustees of Milltown hereby submits report of its proceedings for school year ending December 31st, 1892.

There has been no change in the number of departments open.

For the first term the Teachers were the same as for the preceding except that Miss Black was succeeded by Miss Hughes, and Miss Beateay by Miss Douglas.

For the second term Miss Gillmor returned and resumed her former position, being the department taught by Miss Black. Miss Lillian Hanson resumed the School taught by Miss Douglas and Mr. Sutherland succeeded Mr. Kerr as Principal of the High School.

The last of the debt incurred in 1889 to give enlarged School accommodation has been paid and the Board is again free from debt. The usual care has been taken of the School buildings.

### Statement—First Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Per Cent. Average.	Present Average.	Standards Taught.
1	High,.....	W. T. Kerr, ..	24	14	38	64	24	VII, VIII, IX & X.
2	Intermediate, ..	J. K. Hughes, ..	29	36	65	76	49	V and VI.
3	" ..	M. G. Jones, ..	24	31	55	75	41	III.
4	Primary,.....	T. S. Kirk,....	20	15	35	77	27	I, II and III.
5	Intermediate, ..	C. M. Caswell, ..	25	34	59	75	44	IV.
6	2nd Primary, ..	M. O. Douglas, ..	19	20	39	76	30	II.
7	Primary,.....	M. J. Kerr,....	24	19	43	71	30	I.

### Statement—Second Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Per Cent. Average.	Present Average.	Standards Taught.
1	High,.....	J. B. Sutherland	24	27	51	76	39	VII, VIII, IX & X.
2	Intermediate, ..	Annie Gillmor, ..	23	38	61	82	50	V and VI.
3	" ..	C. M. Caswell, ..	27	26	53	81	43	IV.
4	" ..	M. G. Jones, ..	16	30	46	80	37	III.
5	2nd Primary, ..	L. D. Hanson, ..	24	11	35	83	30	II.
6	Primary,.....	T. S. Kirk,....	17	20	37	83	31	I, II and III.
7	" ..	M. J. Kerr,....	23	26	49	75	37	I.

**EXPENDITURE.**

The Board has expended :

For Teachers' salaries,.....	\$2,170 00	
Fuel \$36.25, Insurance \$22.50,.....	58 75	
Care of Rooms,.....	223 00	
Expense account,.....	338 12	
		<u>\$2,790 47</u>
Paid Interest on Debenture,.....	\$ 20 00	
" Debenture,.....	333 34	353 34
		<u>\$3,143 81</u>
Received from Town Treasurer,.....	\$2,739 55	
County drafts,.....	518 71	
		<u>\$3,258 26</u>

Respectfully submitted,

E. H. BALKAM,

*Secretary.*

MILLTOWN, January 1st, 1893.

W. W. GRAHAM,

*Chairman.*

## VII.—TOWN OF CAMPBELLTON.

### Board of School Trustees.

H. F. McLATCHY, LL. B., Chairman.

DANIEL MURRAY, M. D.,

VICTOR J. A. VENNER, M. D.

JOHN MAIR,

PETER MCLEAN,

A. MC G. McDONALD,

ALPHONSE LACASSE.

J. R. INCH, Esq., LL. D.,

*Chief Superintendent of Education.*

SIR: I herewith submit the following report of the Board of School Trustees for the Town of Campbellton for the year ending December 31st, 1892.

*Trustees.*—At the close of the year a vacancy occurred on the Board by the retirement of Mr. W. H. McLatchy, whose term of office had expired. His successor has not yet been appointed.

*Teachers.*—No change has been made in the personnel of the teaching staff during the year so that the re-organization referred to in the report of the Board for last year still continues.

The general progress made by the pupils as exhibited by the results of the grading in terminal examinations is a sufficient guarantee of the excellence of the work done by the several teachers in their respective departments throughout the year. Special mention might, however, be made of the West End School, which under the efficient management of Miss Cook, has emerged from the lethargy and lack of organization which characterized it for some years past, and now occupies a front rank in our school system.

Principal Lewis has proved himself a thorough, progressive and pains-taking teacher, not only by his methods of inspiring enthusiasm into the mind life of the Advanced Department, under his immediate charge, but also in his official supervision of our schools in general.

The following is a statement of the Receipts and Expenditures of the Board of the past year :

1892.

January.	Balance in Secretary's hand,.....	....	....	\$ 172 74
Dec. 31.	Received from Town Treasurer,	....	....	1,880 00
" 31.	" County Fund,	....	....	443 56
" 31.	" Tuition Fees,	....	....	26 00
				<hr/> \$2,522 30

1892.		EXPENDITURE.			
Dec. 31.	Teachers' Salaries,....	....	....	....	\$1,575 00
" 31.	Fuel, ....	....	....	....	176 25
" 31.	Janitors, ...	....	....	....	160 00
" 31.	Insurance, ..	....	....	....	20 00
" 31.	Repairs,....	....	....	....	40 00
" 31.	Interest, .....	....	....	....	68 66
" 31.	Secretary's Salary,....	....	....	....	125 00
" 31.	Contingencies. ....	....	....	....	16 74
Balance on hand, ...:				....	340 65
					<u>\$2,522 30</u>

## Statement.—First Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, .....	E. W. Lewis, .....	18	21	39	VII, VIII and IX.
2	Advanced, .....	Mary Kerr, .....	26	20	46	V and VI.
3	Intermediate, ....	Mina Farrer, .....	31	17	48	IV and V.
4	" .....	Cassie Thomson, ...	36	18	54	III and IV.
5	Primary, .....	Mary J. Cook, ....	24	26	50	I, II and III.
6	" .....	Martha G. Barnes,	40	23	63	I and II.

## Statement.—Second Term.

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Superior, .....	E. W. Lewis, .....	25	25	50	VII, VIII and IX.
2	Advanced, .....	Mary Kerr, .....	28	16	44	V and VI.
3	Intermediate, ....	Mina Farrer, .....	32	21	53	IV and V.
4	" .....	Cassie Thomson, ...	34	24	58	III and IV.
5	Primary, .....	May J. Cook, .....	25	20	45	I, II and III.
6	" .....	Martha G. Barnes,	49	21	70	I and II.

Respectfully submitted,

WILLIAM ANDREW.

CAMPBELLTON, January, 1893.

## APPENDIX E.

---

### *Reports of the Deaf and Dumb Institution at Fredericton, and of the Blind Asylum, Halifax.*

---

#### Fredericton Institution for the Education of the Deaf and Dumb.

---

##### MANAGING COMMITTEE:

SIR JOHN C. ALLEN, *Chairman.*

MR. E. C. FREEZE.

MR. G. T. WHELPLEY.

MR. H. GREED.

MR. J. G. McNALLY.

REV. J. McLEOD, D. D.

DR. CROCKET.

MR. J. W. SPURDEN.

REV. S. C. HARTLEY.

MR. CHAS. FISHER.

MR. CHAS. EVERITT.

REV. R. W. WEDDALL.

REV. WILLARD McDONALD.

MR. HENRY CHESTNUT,

REV. CANON ROBERTS,

*Treasurer.*

*Secretary.*

##### OFFICERS AND TEACHERS.

MR. A. F. WOODBRIDGE,

MRS. WOODBRIDGE,

*Principal.*

*Matron.*

##### ASSISTANTS.

MR. G. ERNEST POWERS.

MR. ERNEST E. PRINCE.

MR. R. W. DEMMONS.

DR. BROWN,

DR. TORRENS,

*Surgeon.*

*Dentist.*

TO J. R. INCH, Esq., LL. D.,

*Chief Superintendent of Education.*

SIR: In accordance with your request I beg to forward a copy of the tenth annual report of the Fredericton Institution for the Education of the Deaf and Dumb.

It is a sincere pleasure to be able to report favorably of the work of the past year. The conduct of the officers has been exemplary and their sole desire has been to advance the interests of the Institution and to promote its objects in every way. Every effort has been made to make the Institution more widely known, to seek out children detained at home through the indifference of parents and to induce them to take advantage of its privileges. The result of these efforts is seen in our present attendance,

which is the largest in the history of the Institution. The general conduct of our pupils has been satisfactory, and I believe their attainments will compare favorably with the educational standing of any previous year.

The following has been the attendance :

## BOYS.

No.	Name.	Age.	Address.
1	James F. Reilly,.....	14	St. Stephen, Charlotte Co.
2	Alfred Rowe Shaw,.....	15	Middle Simonds, Carleton Co.
3	John Herbert Bryden,.....	18	Woodstock, Carleton Co.
4	Frank Louis Coates,.....	14	St. John, St. John Co.
5	M. Leander Bleakney,.....	12	Kent Junction, Kent Co.
6	Melborne D'Orsay,.....	18	Memramcook, Westmorland Co.
7	Humphrey R. Lutes,.....	19	Moncton, Westmorland Co.
8	Willie Bleakney,.....	10	Kent Junction, Kent Co.
9	Douglas E. Trenholm,.....	14	Port Elgin, Westmorland Co.
10	Stafford Martin,.....	14	Chatham, Northumberland Co.
11	Howard Breen,.....	10	Kingston, Kings Co.
12	Monty Trenholm,.....	11	Port Elgin, Westmorland Co.
13	Collingwood Winton,.....	13	Jacquet River, Restigouche Co.
14	Warren Allen,.....	10	Cape Tormentine, Westmorland.
15	John Ernest Graham,.....	10	St. John, St. John Co.
16	David Clarence Marsh,.....	7	Bass River, Kent Co.
17	Fredk. J. T. Boal,.....	20	Sussex, Kings Co.
18	John Long,.....	20	Hartland, Carleton Co.

## GIRLS.

No.	Name.	Age	Address.
1	Eleanor Logan,.....	16	St. John, St. John Co.
2	Elizabeth M. McLaughlin,.....	16	St. Stephen, Charlotte Co.
3	Lillie Whelpley,.....	19	St. John, St. John Co.
4	Lizzie Hailey,.....	13	Bocabec, Charlotte Co.
5	Laura B. Bleakney,.....	13	Kent Junction, Kent Co.
6	Susan Ann Jones,.....	15	Indianatown, St. John Co.
7	Della Maud Green,.....	11	St. John, St. John Co.
8	Margaret L. Trenholm,.....	18	Port Elgin, Westmorland Co.
9	Irene Mary Trenholm,.....	12	Port Elgin, Westmorland Co.
10	Hattie May Northrup,.....	10	Apohaqui, Kings Co.
11	Annie Marsh,.....	18	Bass River, Kent Co.
12	Minnie Marsh,.....	9	Bass River, Kent Co.
13	Edith Estella Dow,.....	9	Canterbury, York Co.
14	Cynthia A. Berry,.....	14	Turtle Creek, Albert Co.
15	Carrie Whelan,.....	14	Molies River, Kent Co.
16	Martha Eva Dickie,.....	12	Black Point, Restigouche Co.
17	Minnie Ethel McFadden,.....	10	Grand Manan, Charlotte Co.
18	Sarah Schofield B. Belyea,.....	12	Westfield, Kings Co.
19	Muriel Morrison,.....	10	Woodstock, Carleton Co.

Three boys, Frank L. Coates, of St. John, Fred. J. T. Boal, of Sussex and John Long, of Hartland, have been removed. Two girls also have been removed, Elizabeth McLaughlin, of St. Stephen and Lillie Whelpley, of St. John.

\* \* \* \* \*

The number of pupils in the house at the present time is 31. Fifteen boys and sixteen girls representing ten counties as follows: Kent County, seven pupils; Westmorland, seven pupils; St. John, four pupils; Charlotte, three pupils; Kings, three pupils; Carleton, two pupils; Restigouche, two pupils; and York, Albert and Northumberland, one pupil each.

#### CHANGE.

Mr. Demmons having expressed his preference for the teaching of hearing and speaking children resigned his position with us in August last to take charge of one of the public schools at Avondale.

We are now seeking the services of a young man to fill the vacancy.

#### DELAY OF PARENTS.

It is one of the rules of the Institution that all pupils should return promptly at the beginning of every session, sickness being the only admissible cause for absence after the reopening of school. I regret to state that there seems to be an indifference on the part of some parents as to their children's welfare and a non-appreciation of the value of education for them.

\* \* \* \* \*

A great responsibility rests on parents regarding the facilities they allow their children, to obtain a proper school training, and I cannot emphasise too strongly the importance of sending them back to school at the commencement of the session. The absence of several pupils interferes with the grading and advancement of the classes, is disheartening to the Teacher, and it is neither fair to him nor to his pupils to expect good progress under such conditions.

As we have no compulsory law for the attendance of children at school in this Province I can only urge the matter upon the attention of parents and appeal to them to work hand in hand with the Teachers of their children, to respond cheerfully to their suggestions and to be slow to blame for imaginary offences. The welfare of every pupil of his class is dear to the heart of a conscientious Teacher.

#### INSTRUCTION.

A few words in reference to our method of instruction will probably be of sufficient interest to the parents of our pupils as to warrant their insertion here.

In the early days of the instruction of deaf mutes, the oral method, that is, teaching them to articulate spoken sounds was the only one followed, and it is at the present day the only one pursued in Germany and a few other European countries.

In the United States and Canada another and much better method is very generally adopted. It is the method of using signs for ideas with the manual alphabet, and while the oral system is limited in its application and only of real and lasting benefit to a few, despite the extravagant claims brought forward by the zealous advocates of this system the sign method is applicable to one and all, and its strongest opponents have



not yet dared to assert that we cannot by its means reach the minds of any and every deaf-mute child that may come under our charge, unless it be deficient in intellect, and bestow upon it the priceless gift of education.

The semi-mutes, that is, those who lost their hearing by disease or accident after they had learned to talk, usually retain some knowledge of speech, and can with advantage be taught by the oral method, and their powers of speech improved and strengthened. Children, however, who were born deaf have, of course, no remnant of vocal language and time would be wasted on these by using the oral method in their education. The sign system here comes in as a friend in need, opens up communication with them almost spontaneously, mind acts upon mind and the pleasure of the pupil in finding himself understood is almost equal to the pleasure of the Teacher in unfolding thought in the virgin soil of an untutored intellect. I can quite understand and heartily sympathize with the desire of parents to have their children taught to speak and where any tangible result will follow and justify the expenditure of time and labor required, I think it should be done. To carry out this idea and bring our Institution abreast with the times it would be advisable to secure the services of a lady teacher from one of the Schools in the States, where oral teaching is made a specialty, and let her devote most of her time to this department. I do not anticipate, however, the grand results which the pure oralists claim to have obtained; still if one child only would benefit by the adoption of this plan, to this extent, that it could communicate orally with the world at large, however poor the modulation of its voice might be, I should consider that the Province would be justified in going to the expense, which would be considerable, of securing the services of a specialist for this purpose. No means should be left untried to restore our deaf mutes to society. Let us give them the best we have at our command, as their lives with the very best that we can do for them will always lack much of the profit and pleasure we ourselves derive from sermons, lectures, addresses, vocal and instrumental music and the thousand pleasures we have when nature speaks to us in the voices of the storm, and we ask intuitively "What are the wild waves saying?" in the songs of her birds, the rippling of her brooks, the hum of insects, the rustling of the leaves of the forest, and the thousand sounds and whisperings which affect our souls with awe in her angry moods, and with a happy, peaceful feeling when she smiles and bids the weary rest.

The most successful method as I have before stated of teaching deaf mutes, whether congenitally deaf or otherwise, is by the language of signs. The child comes to us not knowing anything except what his sight has revealed to him. He has been deprived of the intercourse which his hearing playmates have enjoyed with their parents and school-fellows, and his mind remains untouched and untrained by the social amenities which have so large an influence in developing character and the intellectual faculties even in childhood and infancy. He cannot understand the language spoken around him and the few natural signs he makes merely express the simplest ideas. As soon, however, as he enters the school-room everything is changed. He is now with those who can adapt their teaching to his condition. His crude signs are intelligible and he realizes at last the pleasure of being readily understood by those about him. He now takes delight in his lessons and in the conversation of the schoolmates and soon takes an active interest in all that appertains to school-life. We use signs not as an end,

however, but as the readiest means by which thought can be interchanged and by which the edifice of education may be built in the cultivation of the intellectual faculties. When our pupils have obtained the requisite knowledge and mastery of the English language and can write it correctly they have no further need of signs, as they have now a means of communication with the English speaking race and also with the world of literature in that language. It will be inferred from these remarks that it is the duty of every institution to be prepared to confer the greatest possible good upon each pupil committed to its care, by providing that instruction which will best meet his needs and be of the greatest benefit to him when he leaves the institution and has to depend upon his own resources in the somewhat unequal struggle for a livelihood that lies before him.

#### INDUSTRIAL TRAINING.

The question, "shall we teach our pupils trades in addition to the intellectual education which they are already receiving," is an important one, and one that deserves our special consideration.

There is no doubt that in the industrial and commercial world of the present day greater demands are made upon the skill and capacity of the toilers for bread than formerly was the case. The professional avenues for preferment are crowded and skilled artisans are needed in all branches of trade to compete successfully in the industrial walks of life. While the majority of schools prepare their pupils for a professional or literary career, very few take up the subject of industrial training. Even were it desirable our pupils are so heavily handicapped by their deprivation that it would give rise to the most fallacious hopes were we to announce that we had the same curriculum and the same ends in view. Some of our bright deaf mutes become fitted for a professional career as teachers, barristers and even ordained ministers of religion, but in these cases the natural ability and length of training are exceptional. The few years that we are permitted to retain the majority of our pupils precludes the high standing which all teachers like to achieve, we can aim however to give them the best preparation possible that they may fill with credit the positions they will probably occupy in life.

It is the undoubted right of every child that he should have such an intellectual and industrial training as will enable him to earn an honest living whatever that position in life may be, and especially is this the case with our pupils, who, without such training as we refer to, find it hard at the start to secure suitable employment. One or two employers of labour lately informed me that there would be no difficulty in obtaining employment for deaf mutes if they knew anything of the trade beforehand, as they generally made good and steady workmen, their attention not being taken from their work by the conversation going on around them, but it was almost impossible to get an employer to devote the time required to teach them the trade as it had to be done principally by writing. Another difficulty was, that the amount they could earn for the first twelve or eighteen months was hardly sufficient to provide them with food and clothing. To give our pupils the best possible chance of making their way in the world, of becoming useful, responsible, self-supporting and self-respecting citizens, is to equip them for the battle of life by furnishing them with the technical knowledge of some suitable industry before they leave the Institution, by means of which they may start on some basis of equality with the hundreds competing around

them and eventually obtain that reward which their ability, energy and perseverance may desire. Fifty-nine out of the eighty Institutions in the United States teach one or more of the following industries: Art, baking, basket making, blacksmithing, bookbinding, broom making, cabinet making, carpentry, chair making, cooking, clay moulding, coopers, china painting, dress making, embroidery, engineering, farming, floriculture, gardening, glazing, housework, knitting, mattress making, millinery, moulding, machine work, painting, plate engraving, photography, plumbing, pattern making, printing, sewing, shoe making, tailoring, tool making, weaving, wood carving, wood engraving, wood turning, wood working and the use of tools.

All the Canadian Institutions, with the exception of our own, teach some trade. Perhaps tailoring and shoe-making would be the most suitable for our pupils, but we could not expect either to be self-supporting for some time to come. The principal consideration, however, is not whether it will be self-sustaining, but whether the advantages which our boys would derive from a knowledge of one or both of these occupations would justify their adoption.

A new building would be required to be used as a workshop, and considerable outlay would have to be made in furnishing the building, providing tools and materials to work.

With adequate provision from our Legislature for carrying on the work of the Institution, which our pupils, in conjunction with similar sections of humanity, have a perfect right to expect from their native Province, these and other improvements can be carried out with pleasure and profit, and the outlay required will eventually return with interest in the shape of productive and law-abiding citizens.

#### THE COUNTY GRANT.

At the last session of the House, an Act was passed assessing the counties of the Province at the rate of \$60 per pupil, according to the number of pupils each county sent up for education. While this measure was a step in the right direction, and one which we have repeatedly urged in previous reports of the Institution, it was not anticipated by the management of the Institution, nor was it publicly announced at the time of the passing of the said Act that it was merely to replace and be a substitute for the usual annual Government Grant of \$1,500, which the Institution had received for several years previous to the passing of the Act.

It was a great surprise and disappointment to the officers of the Institution to find that the Government Grant had been withdrawn, and that we had now only the County Grant to depend upon and several projected improvements were of necessity abandoned until the next session of the House, when it is hoped that the question of withdrawing the above grant will be reconsidered in favor of the Institution. In Nova Scotia the counties are assessed at \$60 per pupil in addition to the Government Grant of \$60 per pupil, making the total for each pupil \$120 per annum. The average cost of maintenance in this Institution has been about \$150 per capita and this amount compares very favorably with the expenditure of other institutions. In some institutions it is considerably more, as in the Manitoba Institution, whose expenditure last year was \$257 per pupil. In some of the State institutions it was even higher than this. In the Ontario Institution it was rather less, viz., \$146 per pupil. In this case they have nearly 300 pupils and this large number tends to lessen the cost per capita.

Of the eighty Institutions in the United States forty-eight are wholly supported by the State, aided by voluntary contributions. The remaining seven are private or denominational schools. The sum of \$1,557,248 was expended by fifty of these institutions for general support, and \$261,517 in improvements on their buildings.

Two only of the Canadian institutions are wholly supported by the Province, viz., the Ontario and Manitoba Institutions. The Provincial Grant for these institutions last year was \$51,542 and \$13,500 for improvements on buildings. The remaining five Canadian Institutions receive a grant from the Province which has to be supplemented by voluntary contributions.

#### ACKNOWLEDGMENTS.

In tendering our acknowledgments to our Local Legislature for the aid they have accorded this Institution during the past ten years, and for the prompt and cheerful way in which the County Grant Act was passed at the last session of the House, I would take the opportunity of reminding them that there is still a debt of \$400 remaining on the building which we find hard to carry along with our limited funds and the necessary expenditure of the Institution. This should be cleared off as soon as possible, that we may be relieved of the burden, and the interest on which might with advantage be devoted to the furtherance of the objects of the Institution. If public funds are lavished on public educational institutions there are few to complain, as the money is spent in a good cause, but if only the necessary adequate support be asked for such purposes, I feel assured that there is no member of the House would raise his voice against and take the position of an opponent to such a measure.

I have much pleasure in also acknowledging the aid received from our numerous subscribers during the past year. Many friends in Prince Edward Island, Montreal, Quebec and Maine, in addition to those in the Province itself, have contributed cheerfully and added their kind wishes for the success of the Institution.

Dr. Brown's services have again been at the service of the Institution, and I return hearty thanks for his promptness in replying to our calls. His care and advice do much to relieve us of anxiety when we have sickness in the house. It is a matter for congratulation that we have so little sickness, and our exemption from contagious diseases is probably due to the healthy location of the Institution, its isolation from other dwellings, its large and lofty rooms, its sanitary arrangements, its cleanliness and the clear, bracing air of Hawthorn Hill. Our thanks are due to Mr. Geo. H. Davis for supplies of free medicines when prescribed. Dr. Torrens' services have also been called into requisition on several occasions, for which our thanks are also due.

Mr. James T. Hurley has repaired the children's boots free of charge during the past year, and this kindness is freely acknowledged.

We have received the following newspapers, viz.: The Fredericton Farmer, Reporter, Richibucto Review, Kansas Star, Philanthropic Index and Review (Michigan), Deaf Mute Register (Rome, N. Y.), Deaf Mute Voice (Miss.), The Washington (Vancouver), The New Method (Illinois), Canadian Mute (Belleville, Ont.), Silent Echo (Winnipeg).

Dr. Gordon's notes and observations on the Education of the Deaf from the Volta Bureau, Washington, and annual reports of Deaf Mute Institutions in Canada, United

States and the Old Country, all of which have been very welcome. We are indebted to Mr. Max Liebich, Berthier, Quebec, for the Dominion Illustrated, Boys' Own Paper, Strand Magazine, Idler and Illustrated London News (Christmas number); to Dr. Holden, St. John, for six months' numbers of the Illustrated News of the world; to Miss Jouett, Fredericton, for periodicals and clothing; to Miss Moffatt, Fredericton, Christmas Book; to Hamm Bros., St. John, for box of biscuits and to Mr. Carnall, St. John, a fine specimen of taxidermy.

Special acknowledgement is made of the receipt of a large and useful case of medicines from Messrs. The Davis & Lawrence Co., of Montreal. The list included pain killer, lung balsam, emulsion of cod liver oil, beef iron and wine, toilet soaps, vaseline, etc.

The Christmas and New Year's holidays were again spent at the Institution, and if all children had as pleasant a time at this festive season as ours usually do, they would have little to complain of. The pupils look forward to having a good time at Christmas and have never yet been disappointed. Last Christmas was no exception to the rule. The large front hall, dining and other rooms were decorated very nicely with festoons of spruce and paper flowers, interspersed with mottoes indicative of the "Glad tidings of great joy which have been to all people." It was a labour of love to the children and the care and taste shown in the display were exceedingly creditable to them.

They did not forget to place a fine Christmas tree ready, and Santa Claus did not forget to give the finishing touch to their work by making it bloom, and resplendent with Christmas fruit.

Those friends who like to see children happy would do well to pay us a visit on such an occasion.

In this connection we would acknowledge with sincere thanks presents from Mr. E. H. Wilmot, our secretary, the Rev. Canon Roberts, Fredericton, Messrs. W. H. Thorne & Co., Wm. Kennedy, Young & Munro, Francis & Co., and other friends in St. John.

The morning of New Year's day being stormy, the children feared that the usual, annual, and always welcome visit of Mr. G. T. Whelpley would be indefinitely postponed. The afternoon cleared up, however, and their fears were set at rest by his safe arrival, accompanied by his daughter, Miss May Whelpley, and also accompanied by numerous parcels of New Year's presents. Pleasant greetings and good wishes were exchanged on all sides, and three hearty cheers were given by the children on their kind visitors driving away.

In concluding this brief record of events connected with the Institution under our care, I would acknowledge the assistance rendered by the members of the managing committee, by their confidence and co-operation in all that tended to the usefulness and advancement of the Institution. The uniform kindness and wise counsel I have from time to time received at their hands merit my sincere thanks. The measure of success which has attended the operations of the Institution in the past, may well be taken as a promise and augury of increased usefulness in the future, and while deeply thankful for the cordial aid and sympathy which an enlightened community has

extended to the work, I would commend its highest interests and welfare to the care of the Most High, that His blessing may rest upon it and guide its destinies.

ALBERT F. WOODBRIDGE,  
*Superintendent.*

---

### Halifax School for the Blind.

J. R. INCH, Esq., LL. D.,  
*Chief Superintendent of Education for Province of New Brunswick.*

SIR: The School for the Blind at Halifax has made steady progress during the past year.

The register of attendance shows that 54 blind persons have been under instruction during the past year; 46 of whom are in attendance at present; of these 32 are males and 14 females. There are at present 17 pupils from the Province of New Brunswick, 22 from Nova Scotia, 1 from Prince Edward Island and 6 from Newfoundland.

In the annual report of the school, just published, the following references are made to the Act respecting the education of the blind adopted by the Legislature of New Brunswick during its last session:

During the year 1892 the principle of the free education of the Blind has been endorsed by the Provincial Legislature of New Brunswick, and a law has been enacted providing for the free education of the blind youth of that Province in this Institution. This recognition of the claims of those who are deprived of sight, to participate in the privileges of a free education has been a great source of satisfaction to your Board, and now that so much has been accomplished they look forward with confidence to a similar recognition being made by the Provinces of Prince Edward Island and Newfoundland.

During the session of the Legislature of New Brunswick I took a representative party of the School to Fredericton, and afterward visited St. John, Moncton and Sackville. Enthusiastic and largely attended meetings were held, and resolutions endorsing the action of the Government in making education free to the Blind of New Brunswick were unanimously adopted.

The New Brunswick Act respecting the education of the Blind was favorably received by the supporters of the Government as well as by the members of the Opposition, and the unanimity with which it passed reflects great credit upon the liberality, intelligence and broad sense of justice of the gentlemen, who, in their representative capacity, form the Legislature of New Brunswick. The youthful Blind of New Brunswick and Nova Scotia now receive education in this school as a right; and ere long these privileges, which the Blind youth of Prince Edward Island and Newfoundland enjoy, but for which they are dependent upon annual appropriations, should be confirmed to them by the Acts of their respective Legislatures. When this is accomplished and education is free by Act of Parliament to every Blind child of the four Maritime Provinces, the friends of the Blind will have reason to feel thankful,

the status of the Blind will be improved, and those who are engaged in the work will be able to devote their energies to other departments.

Among the acknowledgements of contributions towards our building fund will be found the names of many gentlemen well known in New Brunswick, some of whom have subscribed \$25.00 and upwards and these have become life members of the Corporation. It is earnestly to be hoped that leading gentlemen in all sections of the Maritime Provinces and Newfoundland will show their living interest in the work in which we are engaged by becoming members or life members of the Corporation, by employing and encouraging our graduates, and by doing what lies in their power to help forward, as opportunity offers, an educational and benevolent work; the success of which must always depend largely upon the number and earnestness of its friends.

The report, a copy of which I send you, deals fully with the work of the several departments of the School, but I think the following extract particularly interesting to those taking an interest in the education of the blind.

#### OUR GRADUATES.

"Thus far our report has dealt with the every-day work of the School, but in order to appreciate the results we must look beyond the walls of the Institution, and see what the graduates of the School are doing.

A careful record of the pupils and graduates has been kept, of which the following is a brief summary of the graduates now living:—

28	per cent.	are engaged in teaching music.
12	"	in conducting or taking part in concert companies.
8	"	in pianoforte tuning.
8	"	in business.
4	"	in manufacturing.
12	"	giving instruction in or working at trades.
2	"	as agents.
2	"	in farm work.
2	"	in literary callings.
22	"	residing at home.

Of these latter a large proportion help in the household and partially maintain themselves by the work of their hands.

25 per cent. of the graduates are married and residing in comfortable homes."

I beg to suggest that for the sake of the blind of New Brunswick the following questions be inserted in the schedule of questions semi-annually answered by the Teachers of the Public Schools.

1. Are there any children in your district who are not attending School?
2. Are these children prevented from attending School on account of partial or total loss of sight?
3. Give the names, ages and post office address of all such children.

Faithfully yours,

C. F. FRASER, *Superintendent.*

## APPENDIX F.

### COUNTY INSTITUTE PAPERS.

#### VICTORIA AND MADAWASKA TEACHERS' INSTITUTE.

PAPER READ BY THOMAS ROGERS, CARLINGFORD.

#### How to Teach the Literature of the Reading Books, with Reference to Particular Examples.

Educationally the teaching of Literature is of great importance. It develops the pupil's taste, strengthens his memory, increases his vocabulary, fills his mind with noble thoughts, cultivates his imagination, supplies food for the mind to ruminate upon in mature age, and, like a thing of beauty "Is a joy forever."—(Keats.)

With time for teaching this subject we can arm the pupil's mind against vice and store it with the strongest incentives to virtue.

If we wish to instil patriotic feelings can we find anything better suited for this purpose than the lines by Scott:

"Breathes there a man with soul so dead."

Or Cowper's:

"England ! with all thy faults I love thee still."

Or Shakespeare's:

"This England never did, nor ever shall lie at the proud foot of a conqueror."

(And England and Canada are one in patriotism.)

Do we wish to teach Humanity? Then take the pupils through the noble lines of Cowper from the "Winter's Walk at Noon":

"I would not enter on my list of friends,  
(Though graced with polish'd manners and fine sense,  
Yet wanting sensibility), the man  
Who needlessly sets foot upon a worm."

\* \* \* \* \*

"Ye who love mercy teach your sons to love it too."

I need not pursue any farther this line of thought, I only suggest a course all can follow. Some of these pieces are not in our readers, but that need not deter anyone from using them, or similar extracts, so long as Regulation XVI., 5-8, is not violated.

There are few specimens of classical literature in the readers most commonly used, (the first four books), and many of the finest poems inserted are woefully mangled. Seven verses are left out in the "Wreck of the Hesperus," several alterations made in



"Napoleon and the Young English Sailor," three of the verses characteristic of the time and place are omitted from "Llewelyn and his Dog," and the whole poem so mutilated that its original beauty is quite lost.

Southey boasted that he would "For no man's pleasure, change a syllable or measure," but the editor of our readers changed part of the "Inchcape Rock" for *him*, and "Bruce and the Spider" for Eliza Cook. We could with advantage to our pupils; exchange several of the other poems for "The Pied Piper of Hamelin," "The Chameleon," "Bishop Hatto," and a few stirring dialogues, of which there is not one in the first five books.

It does not come within the province of this paper to criticise the deficiencies or excellencies of our readers, but I mention the above mutilations as a reason for rejecting them, when illustrating the teaching of literature, and shall select a poem happily unaltered by the editor, "Hohenlinden," (book IV, page 258).

Lyrics, too, are the best pieces to begin with; for there is no poem pupils appreciate so highly as a stirring rhymed piece, which they can acquire as a whole. Long pieces have to be learnt piece-meal, and the interest is often lost before the climax is reached.

Since most of us have to hear five or six different sets of reading lessons every day, it is impossible to properly teach literature during the time set apart for reading. I therefore group the school for this subject previous to the time set apart for recitation on Friday afternoons, and do not find the time wasted. The pupils become interested in the piece, and as they are made to thoroughly understand it, it is intelligently recited.

In taking this, or any similar poem, the pupils have *all* their readers on hand, and the Fourth Book open at page 258.

The teacher first asks for the name of the author, and gives the scholars a short sketch of his life. [He was the tenth and youngest child of a Glasgow merchant. Born in 1777, died 1844. He was educated at the Grammar School of his native town; was so diligent at school that, at the age of thirteen, he gained a prize which entitled him to free education at the Glasgow University. He gained prizes during each of the seven years he was there. At the age of twenty-two he wrote his finest poem, "The Pleasures of Hope." A few verses from this poem, "On the Downfall of Poland," are in the fifth book (p. 254). From the profits on the sale of this poem he was able to take a tour through Europe. During this journey he saw the fight at Hohenlinden from the tower of the neighboring monastery of St. Jacob. It would be sufficient for the pupils to be told that he spent the remainder of his life in writing books.]

Let the pupils now tell the names of the other poems found in their books which were written by Campbell, viz.: "The Parrot in Exile," (tell the scholars Campbell was a teacher in a private family in "Mulla's Isle," where the incident related in the poem took place); "Napoleon and the Young English Sailor" (Campbell died at Boulogne); "Lord Ullin's Daughter" (the author lived for a year on the shore of Loch Goil or Gyle in Ayrshire); "The Soldier's Dream," "Lochiel's Warning," "Battle of the Baltic," "The Rainbow," "The Nativity" and "Ye Mariners of England," besides the one previously referred to "On the Downfall of Poland."

Tell the scholars that the same Napoleon referred to in the poem above named and whose picture they see on page 178, Book IV., made war on Austria. This poem

describes one of the battles of the war, fought at Hohenlinden, a village in Bavaria, twenty miles east of Munich. (Have these places pointed out on the map, or better still, sketch a map on the B. B.) The Austrians were defeated with the loss of 80 cannons and 10,000 prisoners.

Tell where the poet was staying and recite the first verse, which describes the appearance of the country the night before the battle. The pure white snow of *December* (not *November*, as stated in the Reader,) appeared in strong contrast to the turbid river swollen with the storms of winter on the eve of the battle.

"On Linden."—Why *on* Linden? We say "Napoleon's banners *at* Boulogne." "All *in* the Valley of Death rode the six hundred." I have known boys discover from the preposition "on" that the battle was fought on an elevation. Tell the children that Hoh—height, Hohen—heights, [like ox, oxen, house, housen (old plural), with advanced pupils the teacher may refer to the origin of the English language.] Therefore Hohenlinden signifies heights of Linden. (Place this on B. B.) What verses refer to the heights? Verses four and five. "Then shook the *hills*." "On Linden's *hills*." Tell the scholars these hills are 1,700 feet above the sea.

"The sun was low."—What time of the day was that? Use the word sun in another way to indicate the same time. (Sunset.)

"All bloodless."—What does the affix *less* signify? Give other examples. What does noiseless mean? (Write *less*—without on B. B.) Is snow bloody? Snow often used in contrast with blood, or red color, "Though your sins be as scarlet they shall be as white as snow."—(Isaiah i : 18.) Notice how "all" intensifies bloodless. Ask the class for other examples from their readers and let them turn to the passages: "And cheeks *all* pale which but an hour ago *blushed* at the praise of their own loveliness."—(Byron, Book IV., page 228.) "Lay a gaunt wolf *all* torn and dead."—(Spencer, Book IV., page 94.) "And *all* too late the advantage came," and "But breathless *all* Fitz-James arose."—(Scott, Book VI., page 162, and Book V., page 175.) The Teacher may give other examples: "Thou hast not delivered Thy people *at all*."—Exodus v : 23.) "If thou do *at all* forget the Lord."—(Deut. viii : 19.) "In Him is no darkness *at all*."—(I John i : 5.) "*All bloodless* waxed his look."—(Byron, Belshazzar's Vision.)

"Untrodden snow."—Meaning of *un* given with examples and put on B. B. What appearance has trampled snow and blood? (Foul, repulsive.) Why does the poet use "bloodless" and "untrodden." The contrast adds force to the description of the plateau before and after the fight.

"Dark as winter."—Meaning of winter. Write on B. B. Winter—season of wind. Summer—season of the sun. Contrast the light from the summer sun with the gloom of winter.

"Iser rolling rapidly."—The river swollen with melted snow looked black in contrast with the snow on the tableland.

Melody of the verse.—Before leaving this verse notice the alliteration :

On Linden when the sun was low,  
And dark as winter, was the flow,  
Of Iser rolling rapidly.

How smoothly the words flow from the lips in consequence of this. Notice the

imitation of a swift current in the words "rolling rapidly," which fall from the lips like the rush of a torrent.

Verse II.—Teacher shows the class that the next verse describes the opening of the battle by furious cannonade.

"Linden saw another sight."—The peaceful scene described in the first verse is now changed for the noise and tumult of battle, so the poet well says "Linden saw another sight." Show the pupils that poets often strongly contrast scenes in this manner for the sake of effect. Examples of this to be given from Byron's "Waterloo," "The Ship on Fire," (Mackay); "Jessie of Lucknow," (Webb); "Soldier's Dream," (Campbell); "Destruction of Sennacherib's Army," (Byron); "Saxon and the Gael," (Scott), etc.

"Dead of night."—What time is signified by this expression? Write on B. B. "Dead of night,"—midnight. Why called dead? Give examples from other poems! Soldier's Dream, page 181, "At the dead of night a sweet vision I saw." Burial of Sir John Moore, (page 185, Book IV.) "We buried him darkly at dead of night," (and Book VI., page 22), "Now o'er the one-half world Nature seems dead."—(Macbeth.)

"'Tis now the dead of night, and half the world  
Is with a lovely solemn darkness hung."

(Shakespeare, Book VI., page 209.)

From the frequent use of these words in *verse*, the pupils will understand they are a poetic expression for midnight, when nearly everything is sleeping or counterfeiting death.

"Drum Beat."—Tell the pupils, (if they cannot be made to tell you *after* referring to the examples following) that drums and trumpets, of which they will read in another verse, from their loud sounds, are used to give signals to soldiers. The roll of the drum in battle is a signal to fire the cannon. On the next page (260) of the book the pupils may read "The roll of the drum called the soldiers to arms." So also in Book V. page 228, "And near the beat of the alarming drum,"

"Roused up the soldier ere the morning star."

"Our bugles sang truce" (Book IV. page 181). "The trumpets sounded and the knights charged each other" (Book VI. page 35). "Four-hundred trumpets sounded a peal of warlike glee." (Book VI. page 264). "If the trumpet give an uncertain sound, who shall prepare himself to the battle." (I. Cor. xiv., 8).

"Fires of Death."—Flash of the cannons illuminated the hills. Compare "Fires of Death" with "Valley of Death." (Book VI. page 246). How many rode back? "Not the Six Hundred." The others were killed by the deadly fire of the artillery.

"Scenery."—Show connection with *sight*. Have synonyms given, as landscape, view, etc.

The other verses should be gone through in a similar manner. The foregoing would require two lessons, but the other poems by the same author, as well as the remainder of Hohenlinden, could be got through much quicker in proportion, as the author's life need not be repeated. The pupils soon learn a poem after it has been explained, and their recitation of it would show the Teacher how much their taste, feeling and intelligence had been improved by his lesson.

4-4

## GRAY'S ELEGY.

In such a poem as "Gray's Elegy," not only should a sketch of the author's life and works be given with explanation of figures of speech, words and phrases, but the imagery of the poem should be noticed. Introduce this poem by informing the class that Wolfe recited it to his soldiers when about to attack Quebec, and that he preferred being its author, to the glory of capturing the city. (Book V. page 190). Notice the fine selection of circumstances with which the poem opens, how simply they are stated, not in the usual inverted poetic order, but in the style of plain prose. Nothing abstract in language, but words and metre admirably fitted for the subject. Let the pupils see the reason the poem opens at the close of day. Life, in all ages, has been compared by poets to the phases of the day. The poetical lawgiver of the Jews (Moses) used this simile in the 90th Psalm: "In the morning it flourisheth and groweth up, in the evening it is cut down and withereth." Tennyson wished to end his life in the deepening shadows of evening.

"Sunset and evening star  
And one clear call for me."

"Twilight and evening bell  
And after that the dark."—(Crossing the Bar).

Gray therefore opens the poem in the shadows of evening, because night is the counterpart of death, and the freshness of morn or vigor of noon would be unsuited to his subject. Notice how he deepens the evening shades. "Now fades the glimmering landscape on the sight." Emblems of gloom are grouped in the churchyard. The ivy, "Creeping where grim death hath been," the mouldering graves, the weather-beaten elms, dark yews, and the doleful cry of the owl, the bird of night, all harmonize with the subject of the poem, and are linked pathetically with the living and dead. Notice again the fine selections of incidents connected with peasant life, the fresh morning air, singing of birds, "The bird of dawning, the cock that is the trumpet to the morn," the hunter's horn, the cheerful fire on the hearth and family life indoors, as well as the poetry of peasant life are so admirably selected and interwoven that they raise the liveliest emotions in the living, mixed with sadness for the sleeping forefathers of the hamlet who are now insensible to them. Treating the whole poem in this way and others like it (such as the burial of Sir J. Moore) cannot but improve the taste and imagination of the scholars. After heavy poems of this nature, lighter pieces like "The Brook" (Tennyson), "Well of St. Keyne" (Southey) should be taken to relieve the strain on teacher and taught. In this paper I have only indicated what might be done in nearly every school. With advanced scholars, a *complete* work of a standard author should be taken. Speaking from personal experience, I have found no subject so popular with the pupils as Literature, and for many years Inspectors in English Schools, in their reports, have stated the same thing. Many times have I seen a brightness overspread scholars' faces when arithmetic or some other heavy subject made way for "As You Like It" or the "Merchant of Venice." In no other way can we so well familiarize pupils' minds with the graceful imagery and language of our classical writers, with the thoughts of heroes and statesmen, as by the teaching of Literature.

#4



#-4











30. 11. 12. 21

